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The Committee on Compensatory Education undertook a comprehensive study of Chicago's programs for the education of the culturally deprived. Geographical areas most in need of compensatory education were identified, and their population groups studied. Major groups residing in such areas were found to be those still in the process of absorbing new cultural traits: the Spanish-speaking migrant from Mexico or Puerto Rico; the Negro migrant from poverty stricken areas in the South; and the Appalachian Mountain white. Needs unique to each group were identified in order that quality education could be provided. Background experience differences of children in average and disadvantaged areas were discussed.

Schools in disadvantaged areas were provided with: extra teachers to reduce the teacher-pupil ratio; assistant principals to aid classroom teachers; and differentiated teaching guides to provide for divergent rates of physical, mental, social, and emotional development. Other programs included preschool education to ready disadvantaged children for entry into the first grade; special summer schools designed to bring children up to grade level in achievement and to provide cultural experiences; and "opportunity rooms" to facilitate language training and absorption of new cultural traits for the non-English speaking pupil. Adult education programs ranging from elementary through high school, including Operation Alphabet, televised for those unable to attend formal classes; orientation programs to interest pupils in going on to high school; an Americanization program to assist the foreign born; and an urbanization program to assist the rural newcomer, were also established.

Special projects supported by Federal, State, and private foundation funds described included the Doolittle Project, the Counseling and School Placement Program, the Back-to-School Program, the Urban Youth Program, the Manpower Program, the President's Program to Prevent Dropouts, and the Impact Program. Future needs were projected, and programs to meet them proposed. A bibliography is appended.

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AUGUST 1964

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COMPENSATORY EDUCATION
IN THE CHICAGO PUBLIC SCHOOLS

Study Report Number Four

1964 Series

BENJAMIN C. WILLIS
General Superintendent of Schools

CHICAGO PUBLIC SCHOOLS
August 1964

Educational Materials Laboratory
Office of Education

MAY 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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of the
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Chicago, Illinois

FOREWORD

Study reports of the various educational programs have been made from time to time during the past ten years. These studies are in addition to the review and revision of curriculum materials. Reports have included such areas as elementary education, secondary education, junior college, teachers college, recreation, and the summer school program. Some areas have been formally reviewed and "next steps" recommended once during the past decade while others have been reviewed two or three times.

This report, Compensatory Education in the Chicago Public Schools, is the result of a study conducted by a city-wide committee, as were those named above. The membership on this committee reflects the various geographic sections of the city; the pertinent areas of the educational program, instructional materials, and/or facilities; and the various organizational levels of teaching, administration, and supervisory responsibility.

This report is a contribution to the study of schools approved by the Board of Education on January 9, 1963, and will be reviewed by the Chicago Public Schools Survey Committee.

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Chapter I

INTRODUCTION

"The fundamental purpose of education, as developed by the citizens of our country, is to help boys and girls develop their full potential so that they may become increasingly more effective members of our American society and enjoy the personal satisfactions of a full life."[1]

Equality of education is a policy wholly subscribed to by the Chicago Public Schools. Quality education for all pupils is a further aim of the schools. It must be recognized that in order to achieve equality of educational opportunities and quality education, the needs of the children of the culturally disadvantaged groups with whom this report is concerned must be identified and met in the total program of the schools. This had been a concern of staff for several years.

Compensatory education refers to educational programs, practices, techniques, and projects designed to overcome the deficiencies of children from culturally disadvantaged homes to enable them to fulfill the fundamental purposes of education. It is recognized that the groups being studied are not lacking in culture, but have a culture which is different from the middle class values and mores prevailing in our urban society today. This dissimilarity is accentuated by unpromising educational and low socio-economic backgrounds. The terms "disadvantaged," "underprivileged," and "culturally different" are used interchangeably in this report. The term "educationally disadvantaged" is applied to a child who, for one reason or another, has not had an opportunity to obtain an adequate formal education.

---

[1] Elementary Education in the Chicago Public Schools (Chicago: Board of Education, City of Chicago, 1959), p. 9.

Large cities have undergone complicated sets of changes which have significantly altered the composition of the population. Factors such as decentralization of business and the relocation of industrial plants outside of the city have dispersed many people with middle and higher incomes to the suburbs, leaving behind workers whose jobs have been increasingly preempted by automation. Many of these persons have meager educational backgrounds, and therefore may not have the marketable skills to avail themselves of existing employment opportunities.

For decades, waves of migration have brought successive national groups to Chicago; each has been assimilated into our cultural stream. The interest and assistance of families already oriented, the efforts of the school, and the support of strong national group organizations were factors which assisted in the reasonably rapid acculturation of these groups. The newcomers were ambitious for their children and were eager that their sons and daughters make use of the opportunities which in many cases had not been available to them in their homelands. They valued schooling highly and believed that education and effort were the major requisites for success.

The next section of this report identifies the geographical area of the city most in need of compensatory education. One can then study the population groups which have followed the pattern, replacing the former residents.

Chapter II

IDENTIFICATION OF THE AREAS

Three factors have been selected upon which to base a key for identifying the district superintendents' districts most in need of compensatory education.

Family Income

Much has been written regarding the relationship of economic level to education. Family income is one of the criteria frequently used in predicting the extent to which an individual will be educated. A recently published comprehensive study of education in one Big City used this factor alone as the basis for comparing schools and neighborhoods.[1]

TABLE 1

MEDIAN INCOME BY SCHOOL DISTRICTS

Sec.	Rank	Dist. No.	Median Income
A	1	1	$8,172
	2	18	8,149
	3	17	7,759
	4	4	7,705
	5	2	7,675
	6	5	7,549
	7	16	7,380
B	8	3	7,332
	9	15	7,282
	10	7	7,101
	11	10	6,863
	12	12	6,712
	13	6	6,289
	14	14	6,178
C	15	20	5,813
	16	8	5,622
	17	19	5,412
	18	21	5,279
	19	9	4,244
	20	13	4,171
	21	11	3,948

Recent data is readily available;[2] grouped to conform to the area of our twenty-one districts, it is used as one factor in our study. In

---

[1] Patricia Cayo Sexton, Education and Income (New York: The Viking Press, Inc., 1961).

[2] U.S. Bureau of the Census, U.S. Censuses of Population and Housing: 1960. Census Tracts (Washington: U.S. Government Printing Office, 1962).

Table 1 the twenty-one districts are divided into three sections of seven districts each.

The top, or A section, shows a range in median income from $8,172 to $7,380, with a difference of only $792 between the first and last in the section. In the B section the range is from $7,332 to $6,178, a difference of $1,154, indicating a greater diversity in socio-economic level within the section. The median income for all districts in the C, or lower section of the table,is under $6,000, ranging from $5,813 to $3,948, with a difference of $1,865 between the first and last within this section, indicating a still greater diversity than within the other two sections.

The median income among all school districts is that of District 10, at $6,863. District 11, ranking last in the city, has a median income less than half that of District 1, which ranks first. It can be expected that the educational levels in the first and last districts will also be disparate.

Educational Status of Adults

The pattern of educational achievement of children is closely related to that of their parents and other mature members of the community in which they live. In general, the more years of education the parent has, the greater will be the expectation of the child's completing school successfully. The climate conducive to education which is established in the home contributes to such expectancy by providing, first, an inspiration and example; second, insistence upon good attendance, application, and deportment; and third, competent, discerning assistance when occasion demands.

TABLE 2

MEDIAN YEARS OF SCHOOL COMPLETED BY ADULTS

Sec.	Rank	Dist. No.	Median Years
A	1	2	11.7
	2	14	11.4
	3	18	11.0
	4	17	10.0
	4	16	11.0
	6	1	10.7
	7	7	10.6
B	8	3	10.5
	9	4	10.2
	10	20	10.0
	10	15	10.0
	12	5	9.9
	13	10	9.5
	14	21	9.3
C	15	11	9.1
	16	12	9.0
	17	8	8.9
	18	6	8.8
	18	13	8.8
	20	19	8.6
	21	9	8.4

Table 2 shows the median years of school completed by persons twenty-five years old and over, who reside in the census tracts comprising each of the twenty-one school districts. The median years of schooling for the city is 10. That of the top ranking school district, two, is 11.7, just three months short of high school graduation. The lowest ranking district, nine, has a median level of 8.4, equal to four months beyond eighth grade graduation.

In a city like Chicago, the Gold Coast and areas officially classified as "blighted" may be in the same school district, or a great university or medical center may tend to skew the data for the surrounding community. The first and second factors, income and educational status of adults, tend to balance each other, proving a more valid basis for identification of areas in need of compensatory education than could either alone.

Percent of Overage Pupils

The third factor selected is one which relates directly to pupils in the schools - the extent of overageness, based upon the Annual Age-Grade

TABLE 3

PERCENT OF OVERAGE PUPILS IN THE ELEMENTARY SCHOOLS

Sec.	Rank	Dist. No.	% Overage
A	1	1	13.8
	2	2	17.8
	3	5	18.3
	4	4	19.9
	5	17	20.9
	6	15	21.3
	7	18	22.3
B	8	3	23.7
	9	16	25.1
	10	12	29.5
	11	10	30.1
	12	20	30.5
	13	14	31.8
	14	11	33.3
C	15	7	35.7
	16	19	36.1
	17	21	36.2
	18	6	37.6
	18	9	37.6
	20	8	38.8
	21	13	39.1

Report for 1963.[3]

Overageness, more than anything else, is evidence that a pupil has not made normal progress in school, here in the city or elsewhere. This may result from late entry, transiency, slow rate of learning, language barrier, mental, emotional,or physical handicaps, maladjustment to urban living, lack of motivation, social maladjustment, absenteeism,or a combination of these. Whatever the reasons, areas with a preponderance of overage children are areas in need of compensatory education to overcome the causitive conditions, and, where they already exist, to minimize the effects.

Table 3 indicates the percent of overage elementary school pupils in each of the twenty-one school districts. Data for high schools are not included, as several of these draw pupils from many districts. The data are based upon strict interpretation of normal age as being a one year span; those who are not enrolled in the usual grade for their age are considered underage or overage. It is to be noted that the percent of overage pupils in the lowest ranking district, thirteen, is nearly three times as high as in the top ranking district, one.

---

[3] Chicago Public Schools Age-Grade Report, 1963, Bureau of Research, Development and Special Projects (Chicago: Board of Education, City of Chicago, 1963).

Composite Ranking of Twenty-One Districts

The composite rank of districts was computed simply by adding the respective rank in each of the three factors selected, then dividing by three. The resulting scores were then rearranged in order, and a ranking established which will be used for purposes of comparison throughout this report.

TABLE 4

COMPUTATION OF COMPOSITE RANKING OF DISTRICTS

DIST. NO.	RANK, MEDIAN INCOME	RANK, YEARS ADULT EDUCATION	RANK, PERCENT PUPILS OVERAGE	ADDITION COL. 1,2,3 DIV. by 3	COMPOSITE RANK OF DISTRICTS
1	1	6	1	2.66	1
2	5	1	2	2.66	1
3	8	8	8	8.	8
4	4	9	4	5.66	5
5	6	12	3	7.	7
6	13	18	18	16.66	16
7	10	7	15	10.66	11
8	16	17	20	17.66	18
9	19	21	18	19.33	20
10	11	13	11	11.66	12
11	21	15	14	16.66	16
12	12	16	10	12.66	14
13	20	18	21	20.	21
14	14	2	13	9.66	10
15	9	10	6	8.66	9
16	7	4	9	6.66	6
17	3	4	5	4.00	3
18	2	3	7	4.00	3
19	17	20	16	17.66	18
20	15	10	12	12.33	13
21	18	14	17	16.33	15

TABLE 5

SCHOOL DISTRICTS IN RANK ORDER USED FOR PURPOSES OF COMPARISON THROUGHOUT THIS REPORT

SEC.	RANK	DIST. BY COMPOSITE RANK	RANK, MEDIAN INCOME	RANK, YEARS ADULT EDUCATION	RANK, PERCENT PUPILS OVERAGE	AVERAGE OF THREE RANKS
A	1	1	1*	6	1*	2.66
	1	2	5*	1*	2*	2.66
	3	17	3*	4*	5*	4.00
	3	18	2*	3*	7	4.00
	5	4	4*	9	4*	5.66
	6	16	7	4*	9	6.66
	7	5	6	12	3*	7.
B	8	3	8	8	8	8.
	9	15	9	11	6	8.66
	10	14	14	2*	13	9.66
	11	7	10	7	15	10.66
	12	10	11	13	11	11.66
	13	20	15	10	12	12.33
	14	12	12	16	10	12.66
C	15	21	16#	14	17#	16.33
	16	6	13	18#	19#	16.66
	16	11	21#	15	14	16.66
	18	8	16	17#	20#	17.66
	18	19	17#	20#	16	17.66
	20	9	19#	21#	18#	19.33
	21	13	20#	19#	21#	20.

*Top ranking five districts

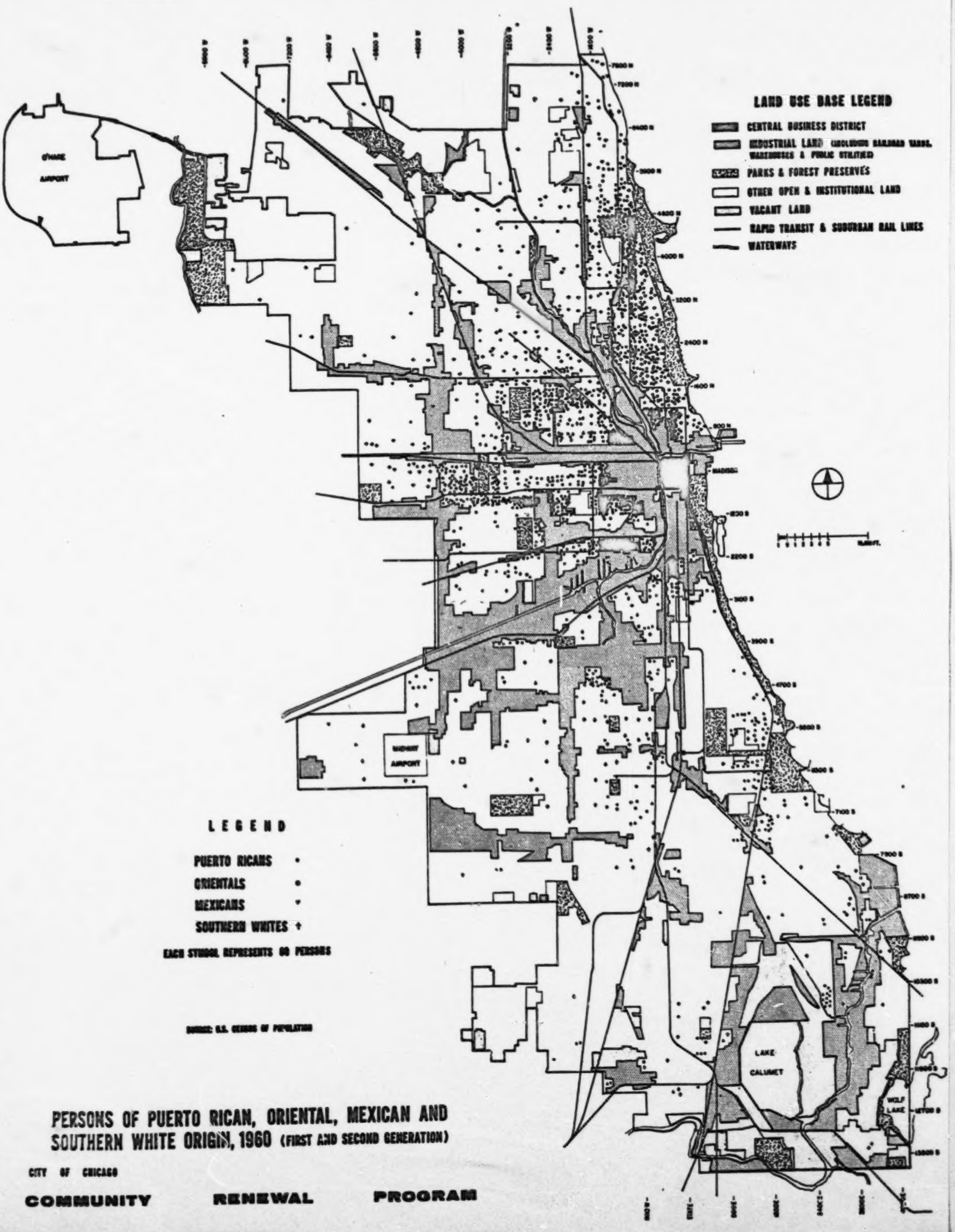
#Lowest ranking five districts

Overageness is indicated in ascending order with the smallest percent ranked first.

Identification of Districts in Need of Compensatory Education

In Table 5 the twenty-one districts are arranged in order of their composite rank, and are divided into three sections, A, B, and C. The top ranking five in each column are indicated by an *; it will be seen that, with one exception, all of these appear in the upper third of the city rating. The exception is due, no doubt, to the influence of the University of Chicago, located in district fourteen. The lowest ranking five in each column are indicated by a #; without exception all of these appear in the lower third of the city districts.

In the last column, average of three ranks, it will be seen that the range is from 2.66 in the highest to 20 in the lowest, a difference of 17.34. The range within each section is approximately 4 points. There appears to be no gap between sections A and B, but C, the compensatory section, lags approximately 4 points below the lowest district in the middle, B, section.


LAND USE BASE LEGEND
CENTRAL BUSINESS DISTRICT
INDUSTRIAL LAND (INCLUDING RAILROAD YARDS, WAREHOUSES & PUBLIC UTILITIES)
PARKS & FOREST PRESERVES
OTHER OPEN & INSTITUTIONAL LAND
VACANT LAND
RAPID TRANSIT & SUBURBAN RAIL LINES
WATERWAYS
O'HARE AIRPORT
MIDWAY AIRPORT
LAKE CALUMET
WOLF LAKE
MADISON
7600 N
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3900 S
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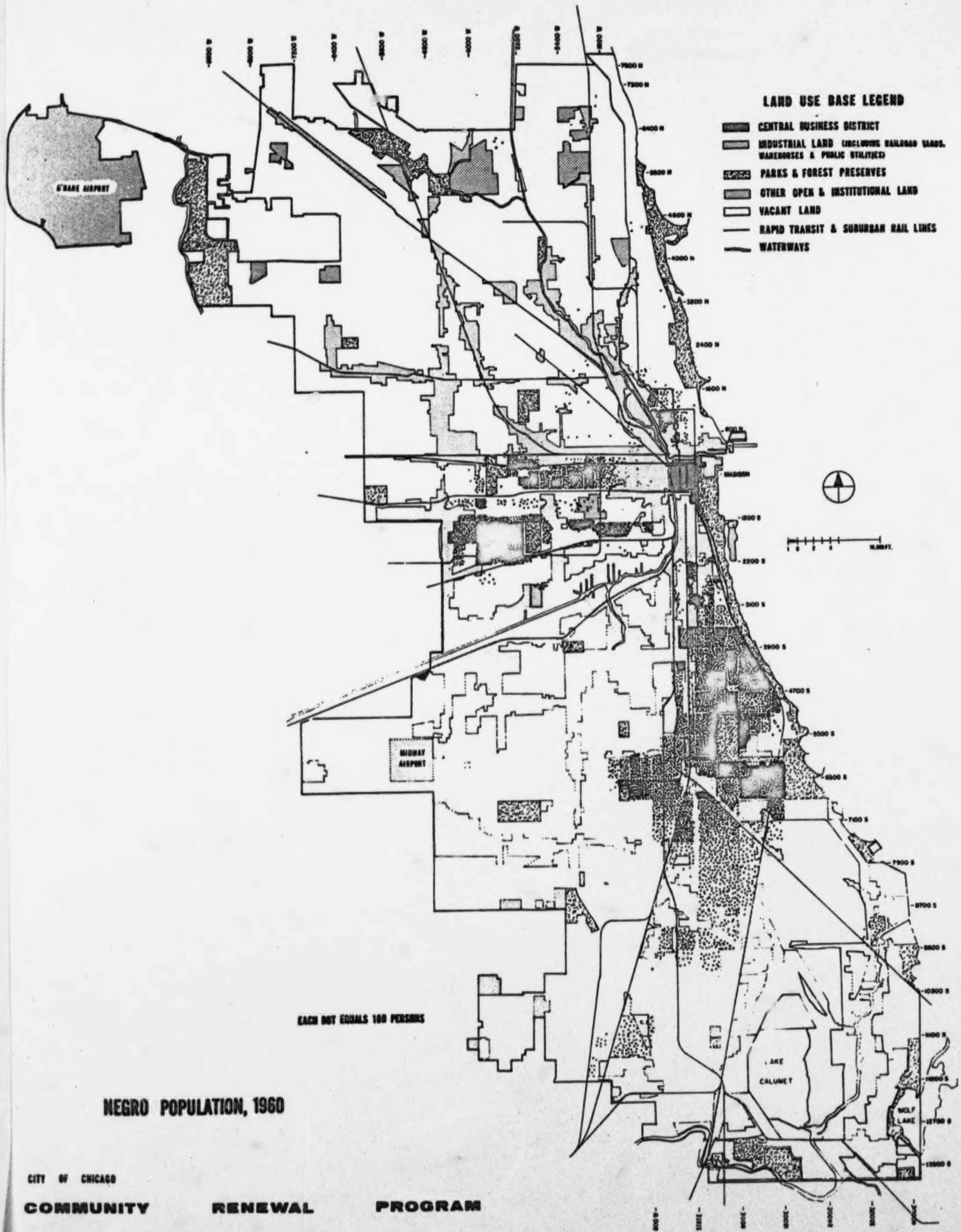
10300 S
11100 S
11900 S
12700 S
13500 S
LEGEND
PUERTO RICANS •
ORIENTALS ●
MEXICANS ▾
SOUTHERN WHITES +
EACH SYMBOL REPRESENTS 60 PERSONS

SOURCE: U.S. CENSUS OF POPULATION

PERSONS OF PUERTO RICAN, ORIENTAL, MEXICAN AND SOUTHERN WHITE ORIGIN, 1960 (FIRST AND SECOND GENERATION)

CITY OF CHICAGO

COMMUNITY RENEWAL PROGRAM


LAND USE BASE LEGEND
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▨ INDUSTRIAL LAND (INCLUDING RAILROAD YARDS, WAREHOUSES & PUBLIC UTILITIES)
▦ PARKS & FOREST PRESERVES
▤ OTHER OPEN & INSTITUTIONAL LAND
☐ VACANT LAND
— RAPID TRANSIT & SUBURBAN RAIL LINES
— WATERWAYS
O'HARE AIRPORT
MIDWAY AIRPORT
LAKE CALUMET
WOLF LAKE
MADISON
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3900 S
4700 S
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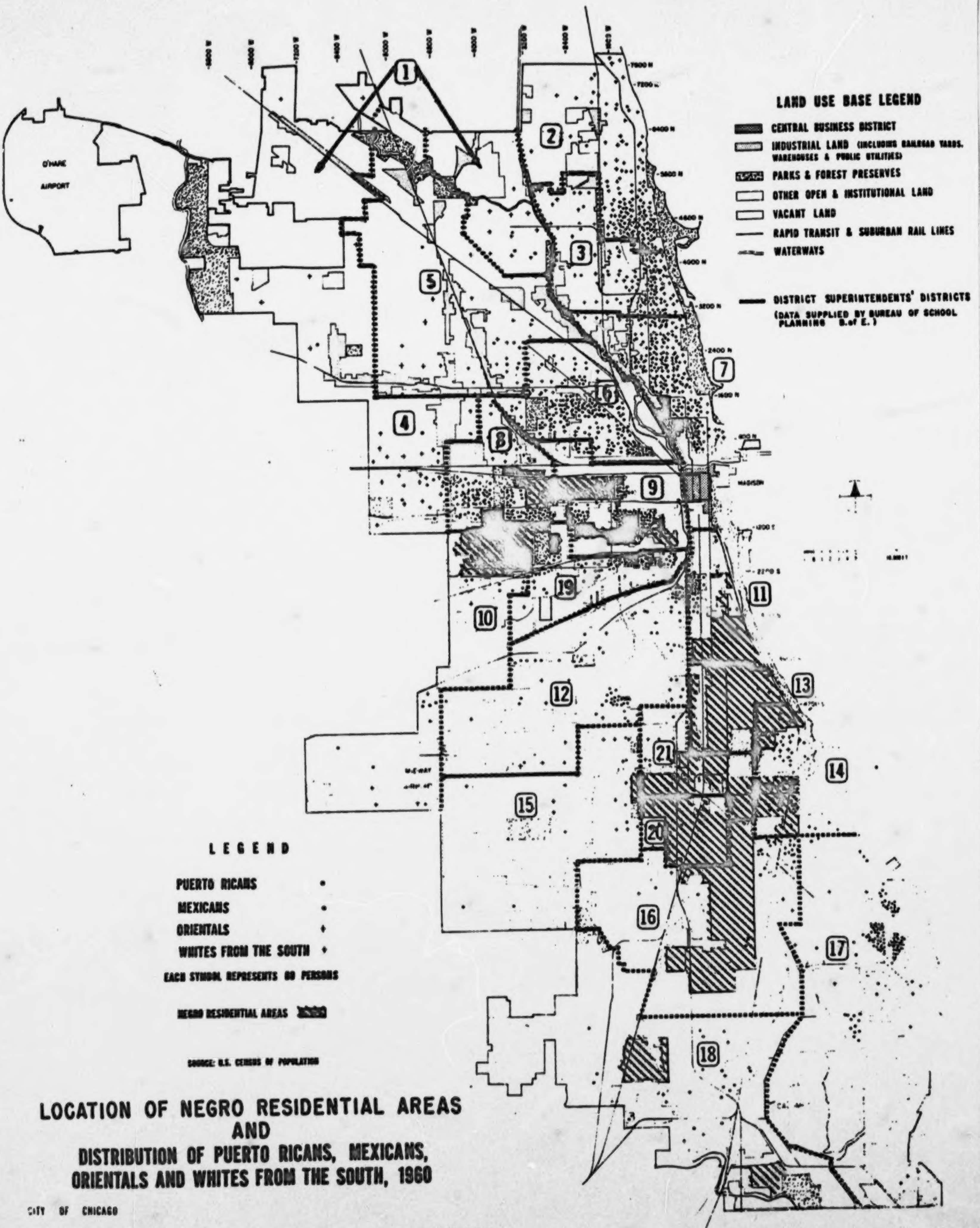
7100 S
7900 S
8700 S
9500 S
10300 S
11100 S
11900 S
12700 S
13500 S
10,000 FT.
EACH DOT EQUALS 100 PERSONS

NEGRO POPULATION, 1960

CITY OF CHICAGO

COMMUNITY RENEWAL PROGRAM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MADISON
LAND USE BASE LEGEND
CENTRAL BUSINESS DISTRICT
INDUSTRIAL LAND (INCLUDING RAILROAD YARDS, WAREHOUSES & PUBLIC UTILITIES)
PARKS & FOREST PRESERVES
OTHER OPEN & INSTITUTIONAL LAND
VACANT LAND
RAPID TRANSIT & SUBURBAN RAIL LINES
WATERWAYS
DISTRICT SUPERINTENDENTS' DISTRICTS
(DATA SUPPLIED BY BUREAU OF SCHOOL PLANNING B. of E.)
LEGEND
PUERTO RICANS ●
MEXICANS ●
ORIENTALS ♦
WHITES FROM THE SOUTH ♦
EACH SYMBOL REPRESENTS 80 PERSONS
NEGRO RESIDENTIAL AREAS ▨
SOURCE: U.S. CENSUS OF POPULATION

LOCATION OF NEGRO RESIDENTIAL AREAS AND DISTRIBUTION OF PUERTO RICANS, MEXICANS, ORIENTALS AND WHITES FROM THE SOUTH, 1960

CITY OF CHICAGO

COMMUNITY RENEWAL PROGRAM

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Chapter III

THE MAJOR POPULATION GROUPS CONCERNED

The major groups residing in the seven school districts listed as the C Section are groups who are still in the process of acculturation at this time, although all members of the group may not be considered newcomers. They include the Spanish-speaking people from Mexico and Puerto Rico and the Negro and white people from rural and urban sections of the South. The maps which precede indicate the residential sections of the city for each. Obviously, all members of these groups are not culturally disadvantaged nor economically handicapped. This report is concerned with compensatory education and its contribution in districts where large numbers of persons are much in need of professional assistance and guidance to develop their potential as contributing members of an urban society.

Each of the three major groups being studied has its unique needs which must be met. Some of these relate to differences in mores of the new residents. Others are the direct result of the psychological orientation of these people. Still others stem inevitably from a background of economic and educational deprivation.

A brief description of each group follows so that there may be understanding of the ways in which each differs from the others and also differs from earlier groups migrating to our city.

The Spanish-Speaking

Those from Mexico

Migrants from Mexico are not new to this country. Generally they have come with little education from the impoverished sections of Mexico, have settled in areas populated by their own people, and have remained in their own group. As a people, they are proud and sensitive. Many Mexicans have come to the United States in response to the invitation of industry to work as unskilled laborers. Others are employed in industry, on railroads, in restaurants, hotels, and the like. In some cases they have come to seek relief from intolerable economic conditions at home.

The Mexican Consul in Chicago tells us that in the last five or ten years most of the migrants have come from the urban localities of Mexico. The culture of the Mexican is traditionally a patriarchal one, with women definitely in a subordinated role. The family is of the utmost importance, and the extended family may still include not only all blood relatives of several generations, but godparents, sponsors, and marriage witnesses also. The members of the extended family furnish counsel, material assistance, and often provide exclusive care for children of relatives in time of need. Because housing authorities do not recognize this interpretation of "family," the Mexican migrant resists public housing and instead accepts low cost accommodations which are frequently substandard.

The Mexican people have a culture and way of life quite in contrast to ours. They feel strongly that it is a superior one, with its emphasis upon aesthetic rather than material values. They find their own customs are devaluated in the city, and gradually forsake them. Sometimes this loss is Chicago's loss, too. Cultural change in a three generation period is evident, but the change is slow.

Spanish is preserved as the language of the home and often results in American-born children of Mexican parentage entering school for instruction given in English, yet able to think and speak only in Spanish. This adherence to the foreign language presents difficulties for both children and parents and is one of the major problems in the school adjustment of Mexican children in Chicago. It retards cultural modification of the group and it makes communication very difficult.

In Mexico, school attendance in grades one through six is compulsory, and additional education for girls beyond this point is not strongly advocated; this tradition is due to the relatively early age of marriage of many Mexican girls. Little change in attitude is evident in the second generation. However, in the third generation family, a high school education for both boys and girls is accepted, but may still be interrupted by marriage or by employment.

Those from Puerto Rico

In general, Chicago's Puerto Rican population of approximately 45,000 persons comes from the rural or small town areas, while the majority of those who have settled in New York have been drawn from the urban sections of the island. The Commonwealth of Puerto Rico Department of Labor reports that the arrival of most of this group has been in relatively recent years. The median age of the Puerto Rican male and female inhabitant of Chicago is 21.1 and 17.1 years, respectively, as compared to that of Chicago's total population figures of 31.3 for men and 32.2 for women. Few families live in public housing, although the alternative is substandard living quarters which are soon condemned by urban renewal projects. This situation results in frequent changes of address and of schools. The median number of years of school completed by the adult is 7.2 in comparison with the 10.0 years median of Chicago's total population. In Puerto Rico the compulsory education law is not strongly enforced, and the Illinois legal requirement is an entirely new concept, sometimes met with indifference. The average age of marriage of the Puerto Rican girl in Chicago is 17, frequently resulting in an abrupt end to schooling.

Most Puerto Ricans migrate not just to seek work, but to find better types of employment. Approximately 86% of the men who have come to Chicago work in steel mills, electronic factories, the garment industry, restaurants, and hotels. About one-third of the women who work are employed as candy packers, sewing machine operators, or as pieceworkers in factories. Almost all families are self-supporting.

The former society was one in which the role of the male was dominant; here, the status of the Puerto Rican father is altered somewhat, particularly in cases where the mother becomes the sole wage earner or serves as a partner with her husband in earning a living. Most Puerto Rican women in Chicago, however, remain in the home and their position is still subordinate to that of the male. Unlike former immigrants, the Puerto Rican is a United States citizen. In many cases he feels that he is considered to be a foreigner because he speaks a foreign language. Sometimes he deliberately retains the use of Spanish in an effort to maintain his identity as white, a factor which seriously impedes his acculturation and that of his family.

The children's position, too, is changed. Because of the pupils' direct contact with the schools and the urban way of life, they become the center of communication and interaction in contrast to their previous role of being seen and not heard. Though their ability to speak English may be limited, the children are required to act as interpreters for their parents, a role which gives them importance. These children frequently reject not only the authority of their parents, but also their native culture and way of life.

The Puerto Rican also faces other adjustments. The Chicago climate presents extremes in weather in contrast to the 70° year-round average temperature in the homeland. The rapid pace of the city differs greatly from the leisurely tempo in Puerto Rico. Because of the nearness of the island, Puerto Ricans frequently make extended return trips which do not always coincide with vacation periods in the schools.

The Negro in Disadvantaged Areas

The Negro migrant group, one of the largest in the process of acculturation at this time, has been attracted to Chicago and other large cities for job opportunities and for release from restrictions and inferior status in the South. The Negro culture is essentially a sub-culture of the main stream of American culture; in this respect it differs from that of the Mexican and Puerto Rican group. The language of the disadvantaged Negro, although rich with idioms, is spoken in a dialect peculiar to the South, and is not readily understood in the city. It frequently presents as many problems in oral communication as does a foreign language and is a handicap in obtaining employment.

The rapidity with which newcomers from poverty-stricken areas, both urban and rural, have come to the city has made it impossible for the stable group to accept the responsibility for their own, as has been the pattern with national groups which preceded them. The Negro family has developed and acquired its character within a socio-cultural context which differs widely from most urban patterns. As viewed by middle class standards, the Negro family seems to lack stability, but in its former culture in the South, this was provided through the extended family and the strong matriarchal position of the mother or grandmother. As Negroes moved into the cities from tenant farms, they experienced special strains and tensions which disrupted family organization and radically decreased its effectiveness in the area of social control. In the city, because of regulations and restrictions affecting both public and private rental units, the extended family could no longer be accommodated in one household. Consequently, many Negro children live in a substitute family situation composed of aunts, grandmothers, or older sisters, as a matter of course.

Capable male leadership within a group is essential for the success of any group, particularly in meeting new situations. The quality of that leadership is generally evaluated according to the number of professional, managerial, and technical workers present in a community. Available statistics indicate a lack of this top group in the disadvantaged Negro communities. Statistics further reveal a large number of broken families in which the mothers must assume a dual role in coping with child-rearing problems. The shortage of male leadership and the absence of the father image present serious problems of adjustment for the Negro child in relating to the adults with whom he comes in contact.

The lack of educational aspiration for the children, which results in part from the low level of education of the adults and a long history of little opportunity for economic success, presents the major problem of establishing a success pattern for the boys and girls. The schools alone have had to provide the expectancy of attendance and achievement, a duty which, in the case of other newcomers, was fully shared by the adult community.

The Appalachian Mountain White

A more recent group of newcomers to the city is the southern mountain white. Many worked on farms too small to benefit by modern mass production methods and were unable to compete and earn a living wage. For others, working in the coal mines was the customary occupation. When automation concluded these forms of employment rather abruptly, families migrated northward seeking other opportunities. Unfortunately, the formerly utilized skills were of little use in the city.

Among the disadvantaged of this group, characteristic family patterns center around definite roles allocated to the various members of the family. The father is the authority figure; the mother is the affection center for the young children. In the mountain setting each child had his responsibilities,which included home chores and the care of the many younger children. This traditional family structure is often weakened in the urban setting when the role of the father as authority figure is reduced, not only because he is frequently unemployed, but also because the mother may have become the provider and wage earner. The children, with few chores to require their attention in the restricted living quarters available, spend many hours on the streets.

Strong bonds of kinship plus the continual involvement in family centered activities limit and often exclude contacts with community, social, or governmental groups such as schools. The mountain white people seem to resist help from individuals other than relatives. They are particularly suspicious of the motives of organizations and agencies. Therefore, it is difficult to help them solve their problems.

The appeal of the country from which the southern whites come, the beauty of the hills -- these are ties that make adjustment to life in the crowded city more difficult by contrast. The relaxation necessary after a day of hard physical labor which was required for existence in their home region was found in sitting, resting, visiting,or exchanging folk stories with friends at home. In the city, the counterpart for these acceptable forms of recreation is limited to aimless strolling along neighborhood streets or frequent indulgence in improvident spending. Folk games and songs are part of the heritage of the mountain folk who do not seem to have any interest in the competitive forms of recreational activities.

The child-rearing practices of this group are permissive; children are generally allowed to roam at will, and there are few restraints on behavior. The adult pattern of militant independence is readily adopted by the children and is often mirrored in their resistance to authority, both in school and in the community. A supportive program based on an appeal to the values these people cherish and utilization of the experiences they understand appears to be one of the promising approaches to a successful educational venture with the total family.

Needs in Common

Three major groups of "newcomers" to Chicago, many of whom are in need of compensatory education, have been described briefly -- the Spanish-speaking newcomer, the Negro, and the Appalachian Mountain white. Within each group are many disadvantaged.

Large numbers of each have by choice or by necessity obtained living quarters in areas in which there are concentrations of their own people. These densely populated areas lie, for the most part, within the seven school districts indicated as "C." The magnitude of the population increase due to in-migration and high birth rates, and the high mobility within the residential area itself are all reflected in the composition of the schools in these districts of Chicago. Here, the task of the schools has been more difficult in the past 20 years than ever before, as the city has increasingly become populated with people of less formal education.

Each group has unique needs, as described; all have needs in common. Adequate housing, employment opportunities, provision for health care, skill in money management, greater educational attainment for the adult and for the child, and an opportunity to preserve the best features of the old culture, as well as to become acquainted with the advantages of the new -- these are the needs which are felt by all of the disadvantaged.

Chapter IV

ANALYSIS OF THE EDUCATIONAL IMPLICATIONS

During the last decade, the needs of the culturally disadvantaged have presented an increasing challenge to the schools to provide quality education for all pupils and to develop Chicago's standards in the pursuit of excellence. Culturally disadvantaged children differ in many respects from newcomers served by the Chicago public schools in former years. They suffer multiple disadvantages which present complex problems for the school in setting up a program to counteract their deficiencies. Some of the differences are described below. Only the main factors which have specific implications and significance for an educational program have been selected.

Level of Aspiration

The role of educated middle class parents, both white and Negro, has been that of providing in the home the foundations of physical and emotional well-being of their children. The school's effort to promote intellectual growth is strongly supported by these parents, who set strong expectations of school success for both girls and boys. In contrast, such foundations are often lacking in the home of the disadvantaged child. Too often parents of the low socio-economic groups do not encourage their children to compete for success in school as they will have to compete for success in the adult world of work. The absence or low level of educational and vocational aspiration on the part of many of the parents deprives the already disadvantaged child of the drive for achievement. Children from homes where parents read, where books are plentiful and magazines and newspapers appear regularly, have an entirely different concept about learning to read than do those from culturally disadvantaged homes. They take it for granted that reading is ordinary, is expected, and normal. They are impatient to begin.

On the contrary, those from disadvantaged homes see no one read for pleasure and see no obvious advantage in painstakingly mastering the tedious art with which their parents had little success. A key problem in the education of the disadvantaged group is to motivate them to develop a willingness and drive to put forth the effort that getting an education requires.

Quality of the Experiential Background

The schools in disadvantaged areas find it exceedingly difficult to accomplish the goals established for them by tradition because children come to school lacking the background ordinarily furnished by their first teachers -- their parents. As a result it is necessary that schools provide those experiences that are taken for granted as part of a middle class child's everyday life. The differences have significance for education, and it requires reflection for adults to understand the extent, the depth, and the seriousness of the problem involved.

The differences in the experiential background of children in ordinary areas and in disadvantaged areas may be seen best in the following lists. The left-hand column indicates factors frequently mentioned by teachers and principals as characteristic of the ways of living of children from middle class homes. The right hand column represents the corresponding limitations in background of children from disadvantaged homes.

Middle Class Homes	Disadvantaged Homes
The ability to communicate is carefully nurtured. Children are encouraged to speak in words, phrases, and complete sentences; they have a repertoire of nursery rhymes, poems, stories, and songs which have been taught by rote. Their curiosity is cultivated, and questions are answered by parents.	The use of nicknames such as "Sister" and "Junior" for various members of the family is so prevalent that many children are not able to repeat their own names, nor to recognize them when roll is called by their first teacher. They do not know the names of common objects about the school and community; no one has ever told them what they are. They do not talk in sentences; they are unable to ask questions or even to express what they want -- inarticulate sounds and pointing have often previously sufficed. Children's immature speech patterns continue to exist because no one at home realizes or recognizes that they are speaking incorrectly. Their repertoire of rhymes is limited to television commercials and jingles.
They learn to talk freely with parents, siblings, other children, relatives, neighbors, local shopkeepers, and friends of parents.	Children respond to unfamiliar adults with silence because of a distrust of strangers, and to other children with monosyllables or a shaking of the head.

Middle Class Homes	Disadvantaged Homes
The shape, color, and relative size of objects is pointed out to them, and they learn to discriminate.	Apparent lack of understanding of concepts of time, size, and shape is a matter of unfamiliarity with any terms other than the most simple. While they may not understand "before-after," they do know "in front of - in back of"; they may not know "circle," but they know a ball; they may not know "square," but they will know a block.
Musical experiences come from the stereo-hi-fi, the television set, musical instruments or record players, and personal radios. Music, art, or dancing lessons may be a part of their after-school education.	Radios may be tuned to a non-English speaking station, or television sets to programs which offer little in the way of cultural development either musically or in improved English usage. Musical instruments, frequently played by ear, without benefit of formal instruction, are usually the small ones associated with folk tunes.
Books, magazines, and newspapers are part of the surroundings at home, as are pictures, music, and toys. Some of the books are their own, to be used whenever they wish to do so; others may be used with someone older, and children are taught to handle these carefully. They are read to, and see others read as a matter of course.	There are few books, magazines, or newspapers in the home. Playtime, preferably outdoors as long as weather and daylight permit, extends until bedtime, without a quiet period for stories. Seldom do they see anyone read, other than perhaps an older brother or sister doing a school assignment. These children often see the printed word only on the labels of cans or on the television screen, and no one calls their attention to these symbols.

Middle Class Homes	Disadvantaged Homes
Not only do they have toys of their own, the toys have educational value, develop kinesthetic skills, and are designed to encourage creativity and imaginative play.	Commercial toys are few in number, and are generally limited in variety to a ball, an inexpensive doll, ten and twenty-five cent wind-up toys, most of which are short-lived. Wheeled toys which encourage big muscle activity are seldom available. Instead, the children develop powers of imagination and improvise toys of their own. A grocery box may alternately be a doll bed, a hat, or a bus.
Crayons, pencils, paper, coloring books, and toy chalkboards are readily available, and their use is encouraged.	Children must be taught how to hold these objects properly, how to stay within the limits of the paper, and how to control small muscle movements. Their previous use of crayons and pencils has frequently been misdirected, as landlords in these neighborhoods will verify.
Family living includes eating as a family group, seated together at the table, engaging in conversation in which all members can take part. Children are taught progressively how to manipulate the various eating utensils.	There is no regular mealtime routine. Eating in groups is a new experience, as is mealtime conversation. Such children may prepare their own meals at an early age. Sandwiches are common fare, and may be eaten while walking around. In the school lunchroom many foods are eaten with the fingers because children have not been taught to do differently.
Usually some place in the home is designated as theirs, where they can go when they feel the need for privacy. A place and time for study is provided.	No definite study time is set aside. The children seldom have a room of their own; they have little opportunity to develop a sense of private ownership. Since they have had no experience with "this is mine," they have no foundation for the concept of respect for the property of others.

Middle Class Homes	Disadvantaged Homes
Children are taken by parents to places of interest and cultural advancement, such as concerts, parks, zoos, museums, the theater, the ballet, selected movies, sporting events, and educational trade shows. Their horizons are extended by family vacation trips to other parts of the state and regions of the country. In the city the auto is used almost exclusively, and experience with modes of public transportation may be limited.	Trips in the city are limited to visits with relatives who often live nearby in the same milieu. Trips to the downtown shopping area or rides on subway or elevated trains are momentous events. Longer trips taken to the parents' home region, usually by bus, are often unfortunately timed, taking place during the school year. These are a deterrent to learning, rather than an asset, because the children are even farther behind academically upon returning to the city.
The busy schedule of both parents and children may sometimes preclude the opportunity and the right climate for a discussion by the children of things that are important to them.	In addition to being lost in the crowd at home, these children may be door-key children with no one at home to meet them, to share in their triumphs or troubles, or to listen to an account of their day at school.
Parents attend school performances in which their children participate and occasionally visit the school for an informal evaluation of the children's progress.	Mothers often disappoint their children by not attending performances even when invited to do so, and many come to school for a conference about educational matters only when pressured, because they are fearful of school authority, feel inadequate, or because the national mores do not sanction women representing the family alone.

Status of Child Health

The socio-economic level of the parents affects the physical and emotional well-being of the children from birth. The middle class child has usually been under the care of a private physician, often the same one throughout childhood. Visits to the doctor and dentist are routine; physical and dental examinations are a regular experience. Any health irregularity is corrected promptly when detected, and most children are in an optimal state of well-being or are under treatment. Minor ailments such as colds are a matter of concern and receive solicitous attention from parents.

In contrast, the disadvantaged child is not under the care of any physician because of his parents' inability to pay for private care. Fear of doctors and superstitions about medical care further deter the parents from seeking help. Reliance upon home remedies of a questionable nature and little scientific value often dangerously delay proper treatment. Many little girls still wear earrings to strengthen their eyes, and poor vision or hearing loss is frequently first discovered by the school. Low-income parents have access to clinics which offer excellent service but are strictly impersonal. There may be little continuity of medical care for individual cases because clinics, too, are experiencing staff shortages. The value of the diagnosis is frequently lost because the parents fail to follow up for treatment. Often correction is a lengthy matter because neglect of known defects has seriously aggravated existing conditions. Minor ailments may go unnoticed at home, and often children come to school who are too sick to remain. Some Spanish-speaking parents still follow their homeland custom of sending the ill child to school, expecting he will be cared for there.

Malnutrition sometimes prevents the child from concentrating on school tasks. His inadequate diet may be due to too little money to buy proper food, lack of information on common dietary needs, or lack of skill in preparing available foods which may be unfamiliar to the family.

Contributing to the high incidence of communicable diseases in disadvantaged areas are cold water flats, substandard heating, too few blankets, low standards of sanitation, and overcrowded living conditions. Fear and distrust of inoculation programs is also a factor. The unsatisfactory status of children's health affects their enthusiasm, behavior, and vitality. A listless or sleepy child is indeed hard to teach. These are problems facing the school; they must be met before proceeding with curricular aims.

Extent of Self-Discipline

> "Good discipline originates in the home because the parent is the first teacher of the child. It is the parent's obligation, by teaching, and by example, to develop in the child good habits of behavior as well as proper attitudes toward the school."[1]

Respect for the school is an attitude communicated from parent to child and is faithfully reflected by the child in his behavior. The importance of providing a good example cannot be underestimated in establishing the proper climate for learning. Early in the child's school experience, or preceding it, parental cooperation in providing the required school forms, medical and dental examinations, and necessary school supplies conveys an attitude of respect for the authority of the school and establishes a precedent of wholesome parent-school relationship.

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[1] Pupil Conduct and Discipline (Chicago: Board of Education, City of Chicago, November, 1961).

Schools find that some parents in disadvantaged groups are indifferent to or resist our compulsory attendance laws. The number of compulsory attendance officers required to process cases in disadvantaged areas is substantially greater, and consequently more costly, than in other areas. Parents sometimes resent the mode of operation of the schools in dealing with absenteeism which involves many home visits by this personnel. They may also object to requests that a parent visit school to discuss deviations in basic behavior required of all pupils. Many parents need more help in understanding that they must share the responsibility for developing good behavior patterns for their children; the problem cannot be solved, as they sometimes suggest, by asking the teacher to "cuff" a pupil when he misbehaves. Knowing little of child psychology, a parent metes out extremely severe corporal punishment upon occasion. Instead of strengthening the school's position, this sometimes acts in the opposite manner, since a child interprets the teacher's reliance upon words alone as weakness. Failing to recognize the relationship between poor behavior at home and poor school behavior, a mother may readily admit that the child misbehaves at home and she cannot cope with him.

Parents should also understand that the school must be supported in instilling in pupils the ideals and practices of orderly behavior and good citizenship in the classrooms, on the playground, and as they go to and from school. Attitudes and convictions must be developed that physical contact with other pupils inflames rather than resolves conflicts. Adults in disadvantaged neighborhoods often settle their disputes violently and feel that there is no stigma attached to fighting for either boys or girls, failing to realize that personal encounters may expand to inter-group conflicts.

Self-discipline must be established before the children and the school can concentrate on the academic process. An analysis of the responsibilities of all concerned for pupil conduct and discipline has been defined in a booklet published by the Board of Education, which has been distributed widely to school staff, parents, and all who are interested.[2]

Range of Individual Differences

Because of the diverse backgrounds of these children, their differences as individuals are more pronounced. At any one chronological age there is a greater variation in all aspects of development than one would ordinarily find in a corresponding group in a middle class community. The variations include size, physical maturation, levels of emotional stability, social skills, and degrees of inner control. The schools must ascertain each child's present levels and must proceed upward from these points. If they are to move ahead, there must be a general recognition of all that is entailed in meeting a child where he is. Academic achievement of the child should not be the sole criterion of his success nor that of the school program planned to meet his total needs. Disadvantaged children live in a world in which they are exposed to many adult problems from which middle class children are protected; they often have a well-developed "people sense." They are most responsive to teachers who genuinely accept them, who have empathy for them as persons, and who have gained, by training or experience, an understanding of their environment.

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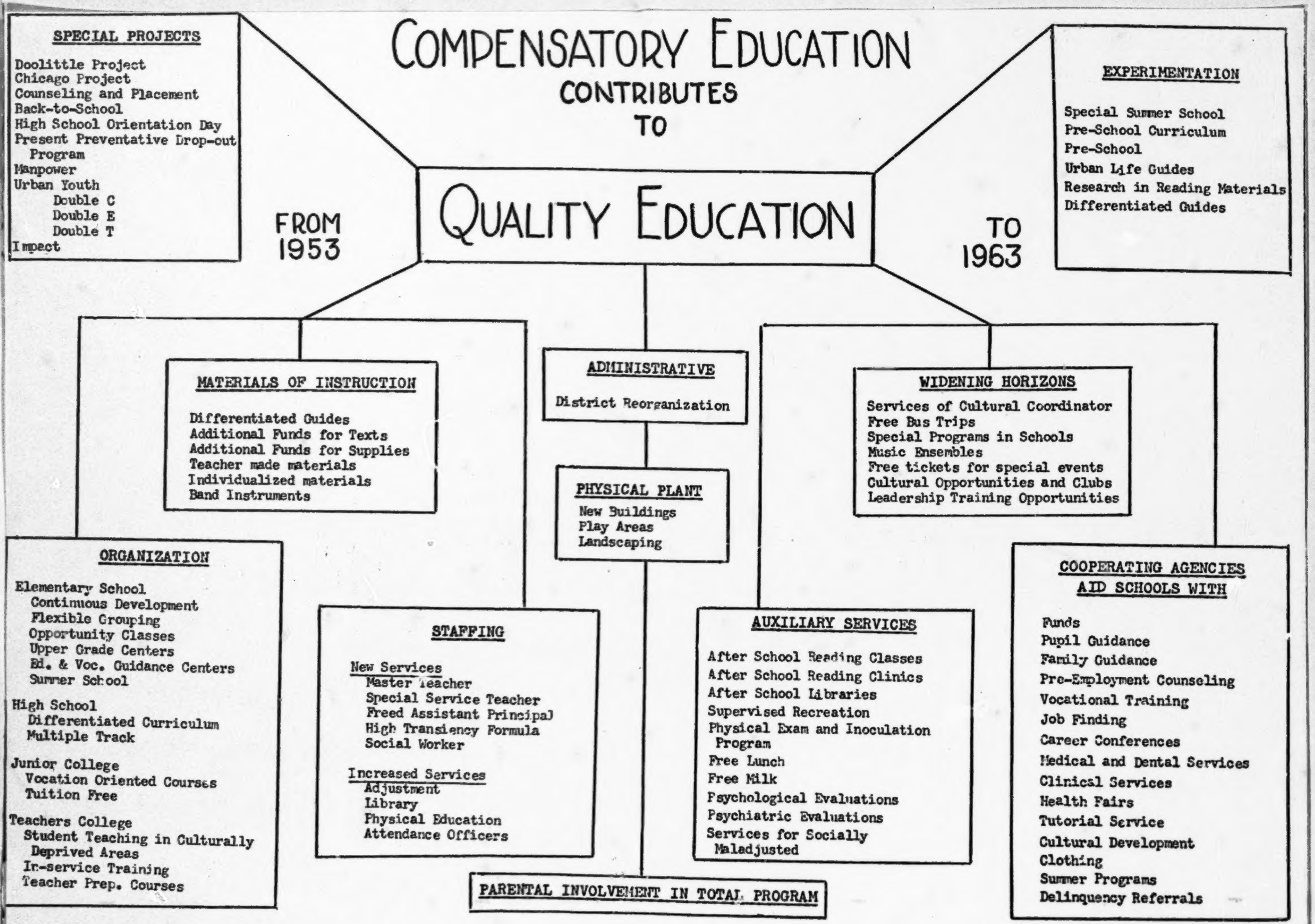
[2] *Ibid.*

As a group, most of the disadvantaged children have a rollicking sense of humor, a remarkable sense of rhythm, and a heightened appreciation of beauty and color. Fortunately, all children have many desirable characteristics upon which one can build.

Public concern with equality of educational opportunities frequently overlooks the fact that emphasis on "equal" opportunity may be a handicap if equality is considered synonymous with identical programs. It must be recognized that the quality of education is high if each child is being educated in a way and at a tempo that is most appropriate to his individual abilities. Educationally, the greatest need is to meet the child with sympathy and understanding at the level of his ability and achievement and to provide an intensive and extensive program to compensate for environmental and educational disadvantages in his previous experience.



COMPENSATORY EDUCATION
CONTRIBUTES
TO
QUALITY EDUCATION

FROM 1953 TO 1963

SPECIAL PROJECTS

Doolittle Project
Chicago Project
Counseling and Placement
Back-to-School
High School Orientation Day
Present Preventative Drop-out Program
Manpower
Urban Youth
- Double C
- Double E
- Double T

Impect

EXPERIMENTATION

Special Summer School
Pre-School Curriculum
Pre-School
Urban Life Guides
Research in Reading Materials
Differentiated Guides

MATERIALS OF INSTRUCTION

Differentiated Guides
Additional Funds for Texts
Additional Funds for Supplies
Teacher made materials
Individualized materials
Band Instruments

ADMINISTRATIVE

District Reorganization

PHYSICAL PLANT

New Buildings
Play Areas
Landscaping

WIDENING HORIZONS

Services of Cultural Coordinator
Free Bus Trips
Special Programs in Schools
Music Ensembles
Free tickets for special events
Cultural Opportunities and Clubs
Leadership Training Opportunities

ORGANIZATION

Elementary School
- Continuous Development
- Flexible Grouping
- Opportunity Classes
- Upper Grade Centers
- Ed. & Voc. Guidance Centers
- Summer School

High School
- Differentiated Curriculum
- Multiple Track

Junior College
- Vocation Oriented Courses
- Tuition Free

Teachers College
- Student Teaching in Culturally Deprived Areas
- In-service Training
- Teacher Prep. Courses

STAFFING

New Services
- Master Teacher
- Special Service Teacher
- Freed Assistant Principal
- High Transiency Formula
- Social Worker

Increased Services
- Adjustment
- Library
- Physical Education
- Attendance Officers

AUXILIARY SERVICES

After School Reading Classes
After School Reading Clinics
After School Libraries
Supervised Recreation
Physical Exam and Inoculation Program
Free Lunch
Free Milk
Psychological Evaluations
Psychiatric Evaluations
Services for Socially Maladjusted

COOPERATING AGENCIES AID SCHOOLS WITH

Funds
Pupil Guidance
Family Guidance
Pre-Employment Counseling
Vocational Training
Job Finding
Career Conferences
Medical and Dental Services
Clinical Services
Health Fairs
Tutorial Service
Cultural Development
Clothing
Summer Programs
Delinquency Referrals

PARENTAL INVOLVEMENT IN TOTAL PROGRAM

Chapter V

THE PROGRAM PROVIDED BY THE SCHOOLS

The total educational program of the Chicago public schools offers a variety of services to meet the diverse needs of the pupil population of all age groups, ranging from kindergarten through the junior college, and the complete degree program, both graduate and undergraduate, in the area of teacher training. In September, 1963, services were provided for an enrollment of 573,770 pupils[1] in the regular day program, in after school classes, in summer school, and in evening school programs. It is in the 16,000 classrooms of the city that the main job of education is being done.

District Reorganization

The greatest single impetus given to analyzing the needs of each school district individually and in depth came from the administrative reorganization of the school system recommended to the Board of Education by the General Superintendent for its approval,[2] effective August 1, 1955. Formerly, the city had been divided into five extensive high school districts, each having from 5 to 9 high schools located in communities which varied in many respects from the others in the same district. There were nine elementary school districts with boundary lines running east and west, creating long, narrow bands which bisected communities more frequently than they enclosed them. With diversified responsibility for too many unlike communities or fragmented communities, neither the high school district superintendents nor the elementary district superintendents could be as active in strengthening community ties or in making the school a real part of its community as they desired.

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[1] Dollars for Excellence: Tentative Budget for 1964 (Chicago: Board of Education, City of Chicago, 1963).

[2] Board Report No. 61194-B, adopted April 27, 1955 (in the files of the Board of Education, City of Chicago). Changed the organizational structure of Chicago public schools.

The new plan created fourteen districts (increased to twenty-one as the city's school population increased), each having a single district superintendent responsible for an articulated educational program covering the entire range from kindergarten through grade twelve. Districts were reorganized as comparatively independent units, permitted to function in a manner designated to provide efficient service based on the needs of each within the framework of the policies of the total school system. Wherever possible, natural boundaries were followed, so that whole community areas could become involved in the total school program, a circumstance necessary for ultimate success. Each district had approximately twenty-eight schools serving a population of 25,000 pupils.

Line and staff organization in the central office was adjusted simultaneously; in this, two Associate Superintendents were given responsibility for all educational levels, one for the north side, and one for the south side. Responsibility for leadership and coordination rested at this level.

District superintendents and principals were then able to study the unmet needs of each neighborhood school. The district superintendent could evaluate more accurately proposals originating in the schools. There could also be cooperative examination of the resources available in the community, to develop a fitting program in harmony with the total local situation and with the city-wide program as well. With the cooperation of school principals and teachers, many informal studies were initiated on a district-wide basis. These studies resulted in the identification and deeper understanding of the socioeconomic and educational problems within the school and within the community.

As needs of individual school districts were brought to the attention of central office staff, it became increasingly evident that deviation from the former standard city-wide program was desirable. To equalize opportunity and to provide quality education in disadvantaged areas, adjustments were necessary in the total educational program, including curriculum planning, staffing, building, research, and many other aspects.

Other more extensive programs were undertaken by the General Superintendent as a part of the Great Cities School Program for School Improvement, and still others were initiated as independent Chicago projects. The next section of this paper is concerned with the emergence of the compensatory program as it was developed in disadvantaged areas. This program was a natural outgrowth of the new organization, holding promise for continuation and expansion when funds permit.

The Elementary School

The High Transiency Formula

One of the earliest large-scale compensatory education programs to be established in any urban area was Chicago's High Transiency Formula. Nine years ago the General Superintendent recommended to the Board of Education [3] and received favorable response to a plan which had had a year's study by a committee of four district superintendents and the Director of the Bureau of Research and Statistics.

It was recognized that certain schools in disadvantaged areas had multiple problems, including unusually high rates of pupil turnover, numerous unfilled vacancies due to waiver of teacher assignments, overageness of pupils, and staff instability due to short term of service in the schools. The 349 elementary schools in the city were rated by objective criteria and composite scores were obtained; thirty-six schools ranked high in these handicaps, and were named "high transciency schools." During May and June, 1955, two schools were used for experimentation.[4] They reported so favorably that, in September, the other thirty-four were granted several items designed to give specific aid in combating each troublesome factor.

The High Transiency Formula provided for reduction of class size by two pupils. In 1955 this was a reduction from 37 to 35. In schools without sufficient classrooms, extra teachers were assigned to assist young and inexperienced teachers adjust to the school, and perform other teaching and educational duties. There was a slight increase in clerical services to compensate for the additional record work involved by numerous transfers in and out. There was an increase in the per capita appropriation for textbooks, instructional materials, and educational supplies. This was very welcome, because in schools of high mobility textbook loss is great, and it is impossible to keep sets of books unbroken. This is particularly true in areas where dwelling rentals are on a weekly basis. Also, teachers, unsatisfied with their texts for use with pupils of low reading achievement but advanced social maturity, were anxious to try out any others which were on the approved list at that time, hopeful of finding something more appropriate. The additional money for supplies made it possible for schools to provide simple necessities such as writing and drawing materials generally supplemented by the home. The Formula was used for allocation of other items, from time to time, such as funds for an additional typewriter and band instruments.

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[3] Board Report No. 61509, adopted May 25, 1955 (in the files of the Board of Education, City of Chicago), p. 1745.

[4] Don Rogers and Milton Saffir, "High-Transiency Schools," NEA Journal, XLV (December, 1956), 580-2.

The plan has been continued over a nine year period with certain modifications of the compensatory features as circumstances changed. The first feature, reduction in class size, was expanded into a carefully planned progressive decrease for all schools, which reached 32.0 a year ago, but then had to be increased slightly because of lack of funds. The average pupil-teacher ratio for classroom teachers, grades one to eight, is now 32.5, and the pupil-teacher ratio, including the auxiliary staff assigned in all schools, is 27.7. The original high transiency formula still applies to certain of the auxiliary staff. The designated schools are assigned full-time teacher-librarian, physical education, and adjustment teachers on a basis requiring one hundred less pupils than other schools.

The second feature, provision for extra teachers in schools which, because of space limitations, were unable to lower the pupil-teacher ratio, was expanded in two directions in 1957, in a most interesting manner. Early reports from the 36 high transiency schools enthusiastically indicated that a teacher, free of routine class duties, could give exceedingly meaningful service in a school in two ways. First, services could be performed directly with pupils, and second, services could be performed directly with teachers. The function was then divided, and there emerged from the experiment special service teachers to aid pupils and master teachers to aid inexperienced teachers.

The assignment of master and special service teachers is no longer restricted to officially designated high transiency schools; the former assist inexperienced teachers wherever they are, and the latter help to equalize class size. The accompanying tables indicate where their services have been allocated since 1955 and 1957, respectively.

Special Service Teachers. Special service teachers are temporarily certified personnel who remain in a school only until classrooms are available to reduce the pupil-teacher ratio. They are provided in numbers sufficient to bring the school to the city-wide average. They work directly with children, coaching small groups in reading or arithmetic, working with the non-English speaking, assisting teachers in classrooms, preparing materials for class use, and, upon occasion,

TABLE 6

YEARS OF SERVICE AND SALARY[5] OF SPECIAL SERVICE TEACHERS IN SEVEN YEARS (1957-63)

Sec.	Key Rank Dist.	No. and Years S.S.T.	No. and Cost, Section
A	1	7	
	2	86	
	17	10	
	18	63	
	4	1	
	16	167	
	5	6	Total 340 $1,700,000
B	3	24	
	15	40	
	14	174	
	7	87	
	10	256	
	20	191	
	12	17	Total 789 $3,945,000
C	21	245	
	6	99	
	11	172	
	8	389	
	19	250	
	9	149	
	13	253	Total 1557 $7,791,500

serving as a substitute teacher when one is late in arriving or is not available.

Because of the great rapidity with which large numbers of persons entered the city and moved into the disadvantaged areas, the building was accelerated. While construction was in progress, the pupil-teacher ratio was kept as low in the C Section schools as elsewhere in the city, at tremendous cost.

Master teachers are selected for their ability to assist new teachers by interpreting the background and the problems of disadvantaged children to them and initiating them to the methods which have proven most satisfactory.

There has been some variation in the staffing formula, due to budgetary limitation; today a master teacher is allocated to schools with 12 or more new teachers, unless there is a freed assistant principal who can assume some of the same duties. Principals feel that the services of master teachers in

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[5] In Table 6 the salary was figured as $5,000, as it was in 1960, the median year included in the study. It is now $5,350.

TABLE 7

NUMBER OF MASTER TEACHERS AND COST OF SALARY 1955-63

Sec.	Key Rank Dist.	No. M. T.	No. and Cost Section[6]
A	1	0	
	2	0	
	17	0	
	18	9	
	4	0	
	16	1	
	5	0	Total 10 $82, 000
B	3	1	
	15	0	
	14	24	
	7	48	
	10	96	
	20	15	
	12	0	Total 184 $1,508,880
C	21	27	
	6	14	
	11	99	
	8	184	
	19	98	
	9	222	
	13	65	Total 709 $5,813,800

disadvantaged areas have proven invaluable over a period of years, and, more than any other single service, they would like to see this expanded. The median length of experience of master teachers is fourteen years, and their median salary, $8,200. They receive no extra compensation for their differentiated services. In September, 1963, there were 70 in service, and by June, 1964, the number had been increased to 84.

Clerical Time. The third item in the High Transiency Formula is still in effect; since 1955 each officially designated high transciency school was given .4 extra clerical time. Even two extra days of service proved a boon in areas of high mobility, and made further experimentation possible. A record system designed to improve documentation on all pupils transferring in or out of the schools was put into effect four years ago. Complete data on each child, including age, grade, previous school (if any) or destination, city, and state, is kept on a daily basis in high transiency districts, and gradually is being extended city-wide. Monthly summaries are sent to the Bureau of Research, Development and Special Projects, and a comprehensive semi-annual report is compiled. This research has made it possible to take a more objective look at the disadvantaged areas and recognize the overwhelming extent of pupil transiency in the schools. In District Eight, which had the highest mobility rate between September, 1962, and June, 1963, there were 25,065 transfers in or out, a number nearly equal to the entire school membership in the district.

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[6] In table 7 the salary was figured at $8,200, the median based upon a sampling of 59 out of the 70 master teachers on duty in September, 1964.

Within the schools, clerical services are also utilized to type school forms and communications to parents in Spanish, to assist with distribution of clothing or shoes, to process free milk and lunch lists, and to type the larger numbers of problem reports and "blue slips" for psychological services required in the "C" areas. If time permits, the clerk may assist teachers in the clerical preparation of classwork. The additional clerical service in high transiency schools has been very helpful and is certainly worthy of extension when funds permit.

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The High Transiency Formula served a particular function in Chicago, showing by practical application that smaller class size, extra teachers to help children, extra teachers to assist in in-service training of teachers, additional clerical service, texts, library books, and supplies in quantity all aid immeasurably in teaching children in disadvantaged areas. These findings all had reinforcement in other forms of experimentation which followed later.

Chicago is fortunate in having developed a nucleus of master teachers who are leaders and professional experts of the highest caliber. This corps could be expanded at an hour's notice, by the addition of any number of dedicated teachers who are serving in inner city schools. Whenever funds permit, they will be invaluable in spearheading an all-out attack upon the problem faced by the city.

TABLE 8

NUMBER OF SCHOOLS CLASS SIX OR LARGER AND NUMBER OF FREED ASSISTANT PRINCIPALS

Sec.	Key Rank Dist.	No. Class VI Sch.		No. Freed A. P.	
A	1	1		0	
	2	2		0	
	17	0		0	
	18	1		1	
	4	1		0	
	16	2		1	
	5	0		0	
			7		2
B	3	3		2	
	15	0		0	
	14	2		3	
	7	3		4	
	10	10		10	
	20	6		3	
	12	0		0	
			24		22
C	21	4		6	
	6	4		3	
	11	6		8	
	8	9		8	
	19	4		7	
	9	8		4	
	13	9		10	
			44		46

Freed Assistant Principals. In Chicago, assistant principals are experienced teachers who have a minimum of twelve semester hours of graduate work in administration and supervision and a high efficiency rating. They continue in their regular classroom duties and assist the principal whenever possible. In his absence, they become the acting principal and assume all the duties of the office.

Freed assistant principals are assigned to schools in Class VI or larger, but only when these schools are known to present particular problems. This is a conservation measure, since each one freed requires a replacement in the classroom.

Because the density of most disadvantaged areas requires larger schools than do the more sparse areas, more Class VI schools are located in the "C" section. Table 8 shows that the proportion of such schools in Sections A and B which have the services of freed assistants is considerably less than those in Section C.

The Instructional Design

Differentiated Teaching Guides. The elementary school recognizes and makes provision for the fact that all children do not develop physically, mentally, socially,or emotionally at the same rate; that all children do not have the same interests, abilities, talents,or needs, and all children do not have the same experiences in their homes and communities. It becomes necessary for schools in disadvantaged areas to make special provisions within the school, to meet the specific needs of disadvantaged children.

The Department of Curriculum provides a complete set of Guides and Supplements for teachers to use in every subject area. These have been painstakingly prepared by large committees of teachers, principals, district superintendents,and directors, with consultant services from outstanding specialists from universities, colleges,and non-school fields. Committee personnel is drawn from various types of school districts, and the underprivileged districts are well represented. Three specialists on the culturally disadvantaged[7] rendered consultant service when related problems were under discussion. Nearly forty Guides and Charts are available at the elementary level; these undergo revision each four years.

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[7] Benjamin C. Willis, "A Report to the Board of Education of the Services of Consultants," January 8, 1964.

Since 1958, the Guides include help for teachers working with groups which, for any one of several reasons, are less able academically. In several areas, including language arts, social studies, and science, the Guides suggest a great variety of experiences to develop and reinforce each idea presented. These are particularly helpful for children of limited background. Differentiated readings are suggested, and the difficulty of the material is clearly indicated. Detailed, concrete helps for teachers are provided, and an in-service training program for teachers is carried on at both the district and the local school level, based upon the Guides.

At the urgent request of teachers working with overage pupils with limited backgrounds, the Department of Curriculum Development invited a group of experienced staff to work during the summer of 1962 to pool their ideas and work out suitable instructional aids for these pupils. The series Educating Youth for Effective Urban Life in a Midwest Community consists of four separately bound units related to citizenship activities, economic security, vocational guidance, and personality traits and manners. They are geared to the learning rate of the pupils and are proving to be effectual. The units are now in the field test stage in several Educational and Vocational Guidance Centers, Upper Grade Centers, and 7th and 8th grade classrooms. After further evaluation they may become available to all schools needing such material.

Differentiated Materials of Instruction. Although textbooks and supplementary texts are still found only partially satisfactory for disadvantaged children, they are the best available and, fortunately, are now supplemented by a variety of materials and equipment,such as library books, globes, maps, charts, films, filmstrips, manipulative devices, free and inexpensive materials, and rich community resources.

Disadvantaged children have an urgent need to look, to listen, to touch and handle, in order to broaden their horizons. They need to develop skills through auditory, visual,and kinesthetic senses before they can deal with conceptual ideas. The multi-sensory approach has been found most successful.

Vicarious experiences, considered as enrichment in other areas, are simply basic among the disadvantaged. Films, filmstrips, recordings of good music and famous speeches, and tapes are helpful; consultants from the Division of Visual Education are available to instruct teachers in the use of projectors, recorders,and phonographs which are available in all schools.

Free and inexpensive materials are widely used, also. These are often colorful and attractive pictorial presentations of material appropriate to the curriculum. They are carefully screened and evaluated by a committee under the chairmanship of one district superintendent.

Because of the lack of suitable commercially prepared materials, teachers find it necessary to prepare their own. Teachers may work independently, with consultants, or under the direction of principals or district superintendents. In some cases the only material available to fit individual situations is what the teacher creates. The process is extremely time-consuming, but fruitful, and teachers willingly share their ideas. A casual glance at the table of contents in one year's issue of the Chicago Schools Journal, one of several publications to which teachers contribute, gives ample evidence of this professional attitude.

Teachers and principals serving in disadvantaged areas are well represented on the many committees which evaluate texts and other books on the approved list from which schools select.

The Search for Suitable Reading Materials. Overage readers need books which require little reading skill but are appropriate for their social maturity. The search for such texts has been going on for many years. Some publishers have taken steps in this direction, but there is still much to be desired. Their attention was called to this need in 1955, but at that time they indicated that the demand in cities was not great enough to allow for such publications.

Evidence of Chicago's early interest in providing suitable reading materials for its disadvantaged children was shown in the fall of 1955 when the Board of Education approved a special leave from the Teachers College of one well qualified teacher to serve as a project director in an inner city school district, to locate, collect, evaluate, and list such materials.[8] Seventy publishers cooperated, and over 960 instructional materials were acquired. Committees made up of 83 of the district's more efficient and experienced teachers were organized into evaluation committees. The group included classroom teachers, reading chairmen, and librarians. Criteria were established, and each book carefully evaluated. 261 titles representing 38 publishing concerns were listed in a Curriculum Center Bulletin, prepared in the district office, and distributed to the schools of the district for consideration in ordering their next books.

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[8] Ursula Maethner, "Locating and Evaluating Books for Slow Readers," Chicago Schools Journal (May-June, 1956), 265-71.

The experiment served as a guide for future evaluations; it also publicized the shortage of suitable material, and the continuing need for it.

Administrative Patterns

The elementary school program falls into three general divisions, the primary, the intermediate, and the upper grades. Compensatory practices begin in the kindergarten and are continued throughout the span. The initial contact of the child with the school program is, of course, in the kindergarten.

The Kindergarten. Kindergarten enrollment is open in September to all children who are five years old or will be five before December first. It consists of a half-day session with a program carefully planned to provide social and physical orientation to the school. It is the bridge between sheltered home environment and the great adventure of entering a new world, learning to work, first in groups, then independently, learning to respond to oral instructions given by the teacher, a person new to the child. School discipline becomes self-discipline, and, eventually, becomes an established habit. The kindergarten also provides a wide variety of carefully selected, graded activities and experiences designed to develop readiness for reading, arithmetic, and other first grade work. Formal schooling begins here.

Teachers and administrators consider the program of utmost importance in low socio-economic areas where the experiential background of the children has been extremely limited, causing them to be far behind the average child at first entrance to school. Kindergarten teachers find that they must teach the child to perform many physical tasks with which they are unfamiliar, such as the following:

- how to put on and take off outer clothing, including fastening and unfastening buttons, zippers, pins, and shoelaces
- how to enter a room decorously and sit down, either on a chair or on a specifically designated place on the floor
- how to use the school sanitary facilities properly and at routine times
- how to sit down at a table to enjoy milk and cookies
- how to play with and share the toys provided
- how to play properly and safely on a playground
- how to use wastebaskets, keeping paper off the floor
- how to handle crayons, pencils, paint brushes, scissors, and other tools of education properly
- how to open and look at a book or magazine, turning the pages carefully
- how to clean up after activities, putting away the toys and supplies he has used

The teacher must also instruct him in the following intellectual and social responses:

- to recognize and answer to his own name
- to repeat his name and address when asked
- to pay sustained attention
- to ask questions and to answer questions
- to overcome extreme shyness, and to react spontaneously
- to follow her instructions

- to speak understandably in English without pronounced dialect, poor diction, or immature speech patterns
- to speak in sentences
- to develop skill in looking at pictures and expressing their meaning in words
- to recognize the significance of letters, numbers, and words and put them to meaningful use
- to listen attentively when someone is reading or speaking to him or to the group
- to play and work harmoniously with other children in the group
- to listen to music appreciatively
- to make proper and appropriate responses to rhythm

This brief list is merely illustrative of the kinds of things the teacher must do for these children. She must guide the child individually while he practices these tasks and skills, and above all she must have infinite patience with his immaturities. There is general agreement that the disadvantaged child at age five is already far behind his more fortunate age-mates in middle class homes. Obviously, if the deficiencies are to be overcome, there must be time to do this -- increased time devoted to individual attention, increased time meaningfully spent by skilled teachers on the main task -- education.

It is important that the teacher expend particular effort with the parents to explain the aims of the school, and the purpose of the kindergarten program. The explanation offers reassurance to the parents, communicating the feeling that all will be well with their child. Necessary factual information is stressed, such as the reason why medical and dental examinations are required of all children, why children should attend school regularly and punctually, what constitutes appropriate dress and standards of cleanliness, and how parents may support the child in his school efforts. If the school is working with a bilingual population, school forms are provided in both languages, and a corps of interpreters, teachers and children, is needed to aid in oral communication.

Unfortunately, it is in the districts where pupils are most in need of opportunities offered by the kindergarten program that many parents fail to take full advantage of the services offered. This is attributable to several factors:

- great mobility of population and/or residence outside city when child becomes of kindergarten age
- over-protection in new urban environment
- lack of understanding of structure and authority represented by the school
- underestimation of the value of its program

Special efforts are made in low economic districts to enroll all eligible children in kindergarten. In two districts, research was carried on to determine the most effective ways to increase enrollment. There was an actual gain of 8% and 10% in these districts, respectively.

In one underprivileged district a study was made of the reading readiness test scores of 3,085 first grade pupils attending twenty elementary schools. The Metropolitan Reading Readiness Test, Form R, was administered in October,1963,by trained adjustment teachers as a part of the city-wide program. A score of 40 or higher on this test is considered as indicating readiness for beginning more formal instruction in reading.

Of the 2,621 pupils who had attended kindergarten the previous year, 2,137 or 81.5% were successful in the test, having scores ranging from 40 to 96. These proceeded at once to enter upon the formal first grade program. 484, or 18.5% of those who had attended kindergarten were unsuccessful, having scores ranging from 0 to 39 and it was found necessary to extend the time devoted to basic readiness activities into their first year in school.

There were 463 pupils who had not attended kindergarten the previous year, despite an intensive drive for enrollment. Of this group 277, or 59.8% (as compared to 81.9% of the other group) were found ready for formal instruction, but lost time in becoming used to school routines, learning to work efficiently in groups, and to communicate effectively. The remaining 186, or 40.2% who had not attended kindergarten (as compared with 18.1% of those who had) were found unready for reading instruction and also had to acquire readiness and experiences in school procedure. At the age of six they were just beginning, and a year behind their age group.

When one compares the success of children who attend kindergarten in reaching a satisfactory level of development, with those who have not attended, the value of the program becomes apparent. Yet in culturally disadvantaged areas the need for extended time by some members of both groups must be met, either by extending readiness activities upward into grade one, resulting in an overageness at six, or by extending readiness activities to a preschool level at age three or four. Such downward extension gives promise, too, of a greater degree of readiness, social development, and self-confidence on the part of the learner.

Preschool Education. Preschool education for children under five years of age is not without precedent in the Chicago schools. As early as 1935, Chicago Teachers College South was experimenting with pre-kindergarten training for children from 2 to 5 years old. The children served were those of middle class parents who wished them to have expert guidance in a wide range of early educational experiences. The project was not designed for disadvantaged children, yet the very core of the program embodies all that could be desired for them. The advantages the privileged children gained at the nursery level are those to which the underprivileged children have not been exposed at the kindergarten or even at the first grade level.

A nursery school was established in a suite of rooms on the first floor in the Parker Elementary School which adjoined the Teachers College; it was first established to provide an opportunity for the kindergarten-primary major students at the College to observe the behavior of children and to work closely with them.

Membership was limited to 25 children who, on application of the parents, were accepted on a first come, first served basis; there was usually a long waiting list. Cost of the project was shared by the Board of Education, the Elizabeth McCormick Memorial Fund, and parents of the children; there was a tuition charge of $350 for the ten month year. Parents were also required to pay for the daily lunch and medical examinations.

The staff was composed of two fully qualified teachers, one of whom served as director. A pediatrician, nurse, and a cook served on a part time basis. All children were given a thorough physical examination twice a year by the nursery school pediatrician with one or both parents present. Prompt attention to the recommendations of the doctor were urged and fulfilled. Daily examination of children was made by the school nurse and there was close observation at all times to detect and identify any deviations from normal behavior patterns. Children were served a nutritious hot noon meal. School hours were 9:00 a.m. to 3:00 p.m. and parents brought children to school and called for them.

Activities in the child's day in the nursery school involved every aspect of his life. When the children arrived in the morning, they were greeted individually by the teacher. They were trained to hang up their wraps properly and to proceed to the playroom where they selected the materials required for the activity of their choice. Some children chose finger painting or clay modeling as their activity; others preferred to play with toys and selected the toys they wished. The educational program centered around language arts and arithmetic activities, music, rhythm, and art experiences. The nursery school had its own playground with swings, jungle gym, slides, sand box, bikes, wagons, and other suitable toys for outdoor fun. Weather permitting, the children played outdoors for an hour each day. Frequently, walking trips to the nearby places of interest were substituted for the outdoor play. In all group activities there was emphasis upon getting along together, sharing, and showing consideration for others.

The program highlighted opportunities to develop good health routines. Mealtime provided many worthwhile experiences and opportunities to practice good health habits and social graces. Children set the table for lunch; they helped themselves; they learned to eat a variety of foods, some of which were unfamiliar; they cleared the table after the meal was finished. Children, as a matter of routine, washed hands before and after meals. Rest periods were provided before and after lunch and the day's activities closed with an interesting story. Parent education meetings were held monthly and individual parent conferences were scheduled regularly; both fathers and mothers attended meetings and conferences. They were encouraged to visit the school frequently during the morning activity period, and to observe, firsthand, the performance and progress of their child. An observation balcony was provided, from which both parents and college students could observe and record behavior and activity.

The Parker preschool program was considered one of the most successful experiments of the Teachers College. The children who participated were advanced remarkably, some becoming recognizably precocious for their years. The program was discontinued in 1952 after 17 years of operation only because of the pressing need for space in the elementary school and in the college. However, a precedent for preschool education had been set; the values for the child, for students in teacher training, for parents have been demonstrated.

The salient features of this program, incorporated into a half-day schedule, hold great promise for the culturally disadvantaged child and his parents.

Preschool Curriculum. The Preschool Curriculum of the Chicago Public Schools,[9] published by the Board of Education in 1953, is believed to be the first actual curriculum written for this age group by any of the large cities. The New York Times Magazine, August 29, 1954, stated: "Such emphasis on the value of a good start is carried to its ultimate, or just about, by the Chicago Board of Education in its publication, The Preschool Curriculum." The booklet describes a complete program to assist parents in guiding children's activities in the home during the preschool years in preparation for kindergarten.

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[9] The Preschool Curriculum of the Chicago Public Schools "Curriculum Brochure Number Five"; (Chicago: Board of Education, City of Chicago, 1953, reprinted 1960).

A committee of teachers, parents, psychologists, physicians, researchers, and administrators, working under the direction of the Bureau of Curriculum, drew up a list of learning activities from birth to age five. The list, sequential in order, emphasized the fact that learning is progressive and should be developed at a rate commensurate with the ability of the child.

The booklet was presented and widely distributed to parents through the regional P.T.A. It was used as the basis of programs of parent education groups in all areas of the city. Pediatricians found the material of vital interest to parents and made the booklet available to them for reference in waiting rooms. Copies were also distributed to clinics for similar use. Parents were advised as to the procedure for obtaining individual copies. A color filmstrip and taped narration[10] based on the material in the booklet were also developed and made available to interested groups.

The brochure, published in 1953, was reprinted in 1960 and is currently being reviewed in the Department of Curriculum Development.

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[10] "They're Never Too Young to Learn," IEA Journal, XLIV (October, 1955), 64.

The Primary Grades. Education for grades 1, 2, and 3 is organized according to one of two major patterns. In the first, the traditional graded organization, the three years of work is divided into three equal parts, one-third to be completed each year. A second, newer plan, which has particular value for the culturally different groups, is the Continuous Development Plan, covering the same amount of work in the three year period.

In this plan the work is divided into eight or nine levels, instead of three as in the traditional program, and the pupils progress at their own rate, meeting success in each step before proceeding to the next level. According to the traditional plan a pupil passes or fails at the end of each year on the basis of his performance. Pupils from culturally disadvantaged homes whose backgrounds are severely limited, and who in many cases lack kindergarten experience, often fail to complete the first year satisfactorily and must repeat the entire first grade. As previously indicated, many factors related to the culturally disadvantaged influence the actual pace at which the pupil performs, particularly in the earliest stages of his school career.

The Continuous Development Plan makes it possible for children who would have failed in the traditional plan to proceed for a three year period without the frustration caused by failure. If they are not ready then to proceed to the intermediate program, provision is made for a fourth year in the cycle. This plan also permits the able child of the disadvantaged group to complete the cycle in two years, hopefully preserving his eagerness to learn.

The Intermediate Grades. In the intermediate grades, 4, 5, and 6, in culturally disadvantaged areas, there is a critical problem presented by the presence of many overage pupils who are socially and physically mature and who are achieving on a primary level. This problem exists because of the pupil's:

- interrupted school attendance because of family mobility not only in and out of the city, but also frequently within the city (mobility)
- inadequate and often limited schooling of the new arrivals from regions of our country, Mexico, and Puerto Rico
- slow learning rate due to the multiplicity of factors in the background of the disadvantaged as previously described
- poor application or lack of drive in the learning situation resulting in failure in the previous grades
- marked indifference to responsibility and frequent engagement in non-purposeful activity
- serious deficiencies in the use of English due to bilingual and culturally different backgrounds
- sporadic participation in the long term school program in the city because of late arrival in the fall and early departure in the spring to follow the crops or to seek relief from urban pressures (transiency)

Children in these grades are sensitive to their own shortcomings and realize their inadequacies. The schools recognize the importance of establishing a classroom climate which will develop in each child a favorable self-image. Unsuccessful experiences have lasting and damaging effects and attitudes are formed which often create potential dropouts.

It is well recognized that among the schools serving the disadvantaged there are children who have high academic potential and who will be able to assume much needed leadership roles in their homes and communities. These children are potential scholarship winners and must, in the early elementary grades, develop the interests and the attitudes, as well as the foundation in skills, which will result in college attendance. Between the lower end of the scale and the top learners, there are large numbers of children of limited background for whom a special program must also be provided if they are to meet their potential. These must not be overlooked because of the greater publicity and emphasis given the extremes.

The Special Summer Schools.[11] The Chicago public schools have carried on a major research project in experimental schools during the summer months, seeking the best ways of providing a quality program particularly designed for disadvantaged children in the primary and intermediate grades.

Three experimental schools, all located in low socio-economic areas, were operated in the summer of 1960. The program was expanded the following summer to include five schools, and in 1962 and 1963, ten schools were involved, all in disadvantaged areas. In each school there were approximately 600 children in grades one to six. In each grade there were four classes of 25 children homogeneously arranged according to reading achievement. At each grade there was one class of children whose reading achievement was approximately at grade level, one class with above average reading achievement, and two classes whose reading achievement was below grade level. Through the use of the unit approach in science and social studies, simultaneously scheduled across an entire grade level, pupils could be regrouped for instruction in areas in which learning was focused on skills other than those centered on reading ability. The staff in each school consisted of full time personnel, including a principal, twenty-four classroom teachers, and auxiliary staff consisting of an adjustment teacher, a teacher-librarian, a teacher-nurse, a resource teacher, and two school clerks. Five psychologists from the Bureau of Child Study and eight consultants from the Department of Curriculum served the ten schools.

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[11] The Story of the Special Summer Schools (Chicago: Board of Education, City of Chicago, 1963).

Children attended school from 9:00 a.m. to 2:00 p.m.; the teacher's day began at 8:10 a.m. and ended at 2:55 p.m. As an integral part of the educational program, teachers ate lunch with their children. This was followed by a brief recreation period, also supervised by the classroom teacher. The teacher's day began with a fifty minute in-service training period under the direction of the principal, and the last period of the day could be used for further in-service training, for conferences, for preparation for the next day, or for relaxation.

Special appropriations were set up to provide an abundance of audio-visual equipment and special instructional material, including particularly those of concrete nature, such as geometric figures, fractional parts, place-value charts and pockets, abacuses, hundred boards, peg boards, primary clocks, flannel and magnetic boards, and educational games.

Before a child was accepted for the experimental program, one of his parents agreed to attend occasional meetings and conferences as requested by the school. Because there was a need for parents to be particularly oriented toward the school program, every effort was made to involve them.

The special summer schools made extensive use of the rich resources of the city and the area closely surrounding the schools. Each school was allocated eleven bus trips to make this possible. These were supplemented locally in many ways, and observation walks were taken to nearby points of interest.

Special attention was focused on providing the type of environment in which learning thrives best. The classroom was considered home for the child, a workshop, a laboratory. During the initial meeting of staff before the summer session started, the faculty of each school evolved a plan which included commitment to practices of definitely established routines, good classroom management, ample evidence of work in progress, and the development and practice of social values. Teachers worked out procedures to give each child a feeling of personal but non-permissive involvement.

To evaluate the effectiveness of the total experimental program, subjective and objective evidence was assembled. Uniform standardized tests in reading and arithmetic were administered at the beginning and at the end of the eight week session. Substantial gains were registered for all pupils in the areas of reading and arithmetic. The test results reflect only a portion of the child's actual development. They do not indicate the important intangibles, such as interest, improved attitude toward school,and improvement in study habits, all of which are essential and prerequisite to growth in achievement. Attitude rating scales devised by the Department of Curriculum Development and the Bureau of Child Study were used to measure changes in attitude of pupils. Differences between the first and last ratings indicated that there was outstanding improvement in the learning practices of pupils, and also significant changes in inter-personal relationships. Gains in these areas, too, are essential to success.

A further study on retention of academic gain was made in the spring of 1963,[12] involving fourth grade low ability pupils who had attended the previous summer session. During the summer school, pupils grew at a much faster rate in reading and arithmetic than they had grown before the summer school. In March, 1963, a retest proved that in arithmetic the full level of achievement reached during the summer school was retained, although the rate at which new material was learned in the regular school year (in which no special features were provided), did not keep pace with that acquired in the summer session. In reading, not only was the new level of achievement maintained, but the accelerated growth rate continued.

From this, it may be seen that the special summer school program is directly related to excellent improvement in reading and arithmetic achievement and represents what seems to be a real breakthrough in education. The experiment has provided guidelines regarding:

- class size
- grouping
- staff
- auxiliary services
- consultant services
- time schedule
- in-service training
- instructional equipment and materials
- parent involvement

The special features of the summer school have proven beyond all doubt to be the key to a pattern of successful operation which can be translated into a year-round program when funds permit.

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[12] Benjamin C. Willis, "A Report to the Board of Education: Effects of the Special Summer School Program," October 30, 1963, p. 605.

Help for Non-English Speaking Pupils. In some schools opportunity rooms have been organized to meet the needs of the large numbers of non-English speaking newcomers who are unprepared, because of a language barrier, to function in the regular classrooms. In these classes the newcomer must be assisted in adapting to his total environment by provision for special language training and acculturation. Teachers are assigned to these classes who have some familiarity with the language of the group and are aware of the background and unique needs of these children. Pupils work in subjects in which language is an important factor, with the objective of developing understanding and a reasonable oral fluency. Development of skill in reading and writing English follows. An effort is made to keep an English speaking atmosphere. Pupils are encouraged to develop the habit of thinking and speaking in English. They participate in group activities such as physical education, music, art, and assembly programs with a regular class.

Membership in these classes is approximately 25, thus making possible more individual attention by the teacher. Experimentation[13] has been carried out to determine whether opportunity classes provide more adequately for the non-English speaking child than does immediate integration in the regular school program. There are advantages and disadvantages. A four year trial in one district with many Spanish-speaking pupils suggests that the most successful method is that of placing the children in opportunity rooms for a partial day, having them work with regular classes the rest of the time. As soon as the pupil has reached a level of language proficiency sufficient to allow him to function in a regular class, he is assigned there.

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[13] James X. Boyle and Norma E. Rodriguez, "Opportunity Classes Help Spanish-Speaking Pupils," Chicago Schools Journal, XLIII (February, 1962), 228-31.

Many teacher-made materials are used in the classes. In January, 1957, a Language Master Pronunciator was placed in one school, on an experimental basis. It was found helpful at the upper grade level. Phonograph records and tapings are also utilized.

School forms, announcements of P.T.A. meetings, Open House, parent conferences, etc., are translated and duplicated in Spanish. The number of items which appear in Spanish in the school newspapers is an indication of effort made to communicate with parents.

Finding suitable textbooks and reading material for the non-English speaking pupils presents a problem, as does the dearth of books for the educationally disadvantaged pupils of other cultural backgrounds.

A similar problem concerns the use of standardized tests. Obviously, a Spanish speaking child who is handicapped in understanding or reading English cannot be expected to obtain valid scores when he is given a test printed in English. If the identical test were printed in his native tongue, much of it would still be incomprehensible because the words used would not be those in his vocabulary and the meaning would still be lost.

To some extent the same situation exists with the disadvantaged Negro child or the Southern Appalachian Mountain white child, whose vocabulary, learned in a different and/or meager background, may be as much at variance with that on the printed test page as though it, too, were derived from a foreign language. This is just as true of academic achievement tests as it is of those purporting to measure potential ability.

Of greatest value to the individual teacher in the classroom are the diagnostic tests which reveal the specific difficulties of each child, making it possible for her to focus instruction where most needed. Power tests, too, which do not hamper a child by the pressure of working under a time limit, have also been found useful in working with the disadvantaged.

The Upper Elementary Grades. In the upper grades, 7 and 8, several plans of organization are in operation. In schools which provide for the entire range of elementary pupils, kindergarten through eight, 7th and 8th grades are usually departmentalized and are generally grouped homogeneously for some classes on the basis of achievement and teacher judgment. In this pattern, teachers are programmed according to their particular teaching strengths. In schools in which the number and distribution of children within these grades is insufficient to make this practical, pupils are organized in self-contained classrooms.

Challenges to the schools are intensified in the upper grades, where overage and retarded pupils tend to concentrate and the needs of the adolescent are critical. An early project in Chicago which proved to be an outstanding contribution designed to meet the needs of 7th and 8th grade pupils in culturally disadvantaged areas was the Upper Grade Center.[14]

Upper Grade Centers. Special facilities which would be impossible to provide in every elementary school can be economically established in a Center. These include science laboratories, art laboratories, music rooms, shops for boys, such as wood, plastics, metal and print shops, and food and clothing laboratories for the girls. The prevalent pattern of organization within Upper Grade Centers is one in which pupils are in heterogeneous arrangement for homeroom activities, group counseling, art, music, physical education, and club activities. The large concentration of pupils at the 7th and 8th grade levels make refined grouping and regrouping possible, with a minimum achievement range within each class in tool subjects. Since the emphasis of the educational program of the Upper Grade Center is focused on improvement of language arts and arithmetic skills, grouping in these areas makes it possible to provide effective instruction for the broad spectrum from the least able to the gifted.

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[14] Report to the Board of Education, January 11, 1956, p. 1217. Presentation regarding McKinley School area.

Programming within a school includes practices which range from block scheduling of class groups to the type of program individually tailored to fit a pupil's special academic needs. The number of hours per week a pupil is scheduled for a specific subject may vary from two to ten, and the scope of his curriculum is adjusted to his capabilities. Special classes are available to the bright youngster in enrichment subjects such as foreign language, band, algebra, or advanced science.

Teachers are assigned to specialized subject areas in which they have depth of preparation. The Board of Examiners now offers certification for grades 7-12 in six specified subjects.[15] In accepting assignments to an Upper Grade Center, teachers who choose to work with young adolescents find the age and grade group they prefer.

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[15] Information: Specific Requirements for Regular Certification: Teachers in Grades 7-12, Board of Examiners (Chicago: Board of Education, City of Chicago, July, 1963).

Library collections selected exclusively for the Centers are more extensive because the funds available may be concentrated on books for the 7th and 8th grades only, instead of being expended on books for all eight grades, as in a regular elementary school.

Because adolescents have emotional, social, psychological, and health needs which are aggravated by impoverished home and community conditions, health and group guidance periods conducted by counselors are part of the regular program for each child. Special emphasis is placed upon vocational guidance, and career conferences for pupils and parents have proven to be an inspiration to many who are unfamiliar with the priorities of industry and the professions.

Co-curricular activities provide a high degree of motivation for the total educational plan and increase the holding power of the school. Inherent in these activities are many opportunities which develop leadership and other potential talent in the group. Student councils, bands, orchestras, choirs, intra-mural athletics, drama clubs, and school newspapers are appropriate to student needs.

McKinley Upper Grade Center, the pilot school, was opened in September, 1954. Ten years later there were 23 Centers and 2 branches,[16] serving 18,915 pupils. Although they were first designed for pupils in disadvantaged areas, with appropriate change in emphasis, the exceptionally fine features can provide an outstanding program for pupils in any area. Again, it is a matter of meeting each pupil where he is.

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[16] Facts and Figures, 1962 - September 1963 (Chicago: Board of Education, City of Chicago, 1963), p.91.

TABLE 9

LOCATION AND MEMBERSHIP OF UPPER GRADE CENTERS

Sec.	Key Rank Dist.	No. of U.G.C.		Membership	
A	1	1		264	
	2	0			
	17	0			
	18	0			
	4	0			
	16	1		554	
	5	0			
			2		818
B	3	0			
	15	0			
	14	1		909	
	7	2		1,685	
	10	2		1,516	
	20	3		2,044	
	12	0			
			8		6,154
C	21	1		971	
	6	2		1,030	
	11	1		421	
	8	2		1,839	
	19	3		3,421	
	9	1		1,261	
	13	3		2,939	
			13		11,887
TOTAL			23		18,839

Obviously, Upper Grade Centers are more expensive to establish and operate than an elementary school for the same number of pupils, because of the cost of multiple laboratories and shops with special equipment and consumable supplies, the provision of musical instruments, additional counseling staff, and the lower overall pupil-teacher ratio (twenty-five).

This expense is justified because, for disadvantaged adolescents, the Center has demonstrated success in raising the educational and vocational aspirations of the youngsters. It has provided realistic preparation for success in high school, and by emphasis on high standards of citizenship it has prepared its pupils to participate more fully in urban community life.

Table 9 shows the location of Chicago's Upper Grade Centers by districts, and gives the membership as of September, 1963.

Educational and Vocational Guidance Centers. In September of 1961, a survey revealed that 6.4% of the total elementary school membership, or

25,465 pupils were 14 years of age or over and were not yet ready for graduation. The survey also revealed that 8,276 of this number were 15 years of age or older. The latter refers to a group that particularly causes concern since they are fast approaching the age when they may legally leave school and many are potential dropouts.

It was as a result of the study that in December, 1961, the General Superintendent recommended the establishment of a new program to the Board of Education.[17] The Educational and Vocational Guidance Centers which were the outcome of this recommendation have made a major contribution in the brief time they have been in operation.

The center at the Drake School, the first of seven, was opened in February, 1962, with an enrollment of 332 pupils. The success of this program was so encouraging that five additional centers were opened the following September and a seventh in January, 1963. All seven of the centers are located in areas serving large numbers of culturally and educationally disadvantaged youths. They are housed in separate facilities planned to accomodate between 300 and 350 pupils with an average class size of 20, and auxiliary staff in special areas. They provide a significantly outstanding educational program for some 1,770 boys and girls who are a minimum of fourteen years of age and whose achievement in both reading and arithmetic was below sixth grade level at the time of entrance.

A chief objective in the programs of these centers has been rapid acceleration in achievement of the basic skills in reading and arithmetic.

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[17] Board Report No. 69847-H, December 13, 1961 (in the files of the Board of Education, City of Chicago).

As soon as a pupil shows indication of his ability to be successful in a high school, he is transferred there. Other objectives are directed toward raising vocational aspiration of pupils with high potential; developing realistic concepts of career possibilities in those with limited ability and instilling in all a sense of responsibility for assuming the roles of self-supporting citizens.

Attesting to the success of this program is the fact that when the Educational and Vocational Guidance Centers were originally opened, a minimum age of 15.0 was required; now it has been possible to reduce the minimum age to 14.0 in some of the areas being served. Pupils have been found eager and ready to learn in spite of former failure. Every pupil served in these Centers might well be classified as handicapped at the time of entrance, and entitled to all special education privileges.

On March 11, 1964, the General Superintendent made a special report[18] to the Board of Education on the progress of these schools and the substantial gains made by their pupils. The factors which act in combination to produce greater achievement of the pupils are small class size; effective guidance and counseling provided by home room teacher and counselor; special individualized instruction; a variety of instructional aids including S.R.A. or similar reading materials; specialized equipment; expectancy of success, not only by the pupil himself, but also by the combined teaching staff; motivation in terms of a goal within reach; as atmosphere conducive to learning; and a fresh start.

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[18] Benjamin C. Willis, "Report to the Board of Education, Educational and Vocational Guidance Centers," March 11, 1964.

Auxiliary Staff and Services

The classroom teachers of the elementary schools are aided in their efforts by the invaluable services of auxiliary teachers who are on the permanent staff of each school. These members are assigned according to a regular staffing formula, reducing the pupil-teacher ratio from 32.5 for classrooms to an over-all city-wide pupil-teacher ratio of 27.7. In addition, there are other professionals functioning out of the various departments, bureaus, and divisions of the central administration, who give service to several schools on an assigned or on-call basis. Auxiliary services of non-teaching staff are also provided by the Board of Education to augment the local school efforts. Brief descriptions follow.

Services Rendered by Adjustment Teachers and Counselors. The adjustment service makes a significant contribution to teachers in schools in high transiency areas. In the elementary school, the adjustment teacher, because of her outstanding experience in the classroom, and her familiarity and knowledge of the individual school and community, is a key person in working with teachers, pupils, and parents. Transiency creates many serious problems in schools in disadvantaged areas. Two are closely related to the adjustment service. The adjustment teacher assists the classroom teacher in the placement of children in proper groups, in the diagnosis of strengths and weaknesses of individuals, and in the orientation of pupils to new school situations. A second and time consuming responsibility involves the processing of the many types of individual records which must be completed and forwarded for each pupil leaving the school. The adjustment teacher administers the entire testing program and provides valuable assistance in interpreting data, a service especially needed by teachers in disadvantaged areas.

In Chicago schools every teacher has a guidance role. In the Upper Grade Centers and the Educational and Vocational Guidance Centers, counselors, who work with a smaller pupil-teacher ratio than the adjustment teachers, have responsibility for the guidance service and the performance of duties related to testing and record work. They also conduct group guidance classes which meet one period a week. In this program the counselor is responsible for the growth of pupils' insight concerning themselves and their behavior. Since 1956 the upper elementary grades have made use of a sequence of units designed particularly for pupils who are new to an urban society.[19]

Services Rendered by the Teacher-Librarian. The school library, a vital factor in stimulating interest in reading, provides a new experience for many children because public libraries are extremely limited in disadvantaged areas. Of the total 53 branches of the Chicago Public Library serving the entire city, 26 are located in Section A, 16 in Section B, and 11 are in Section C.[20]

Many educationally disadvantaged children are unable to study or read at home because no appropriate area is available. Poor lighting, constant interruptions, and lack of family sympathy for the activity add to their problems. The awareness of this problem was indicated in 1961 when the Board of Education authorized the first after-school library service[21] in two schools with social centers, and there are now 24 in operation. Twenty of these are in Section C schools. Attendance is voluntary, and the teacher-librarian provides assistance with research or with homework assignments when this is requested.

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[19] Handbook for Counselors, Grades Seven through Twelve. (Chicago: Board of Education, City of Chicago, 1963), p. 69.

[20] The Teacher, the Student, and the Librarian (Chicago: Chicago Public Library, 1961).

The teacher-librarian, in schools in disadvantaged areas, has proven versatile in helping teachers and pupils by:

- serving as a valuable resource person familiar with the problems of the disadvantaged and with the professional literature available on this topic
- providing a center for instructional materials, including visual and auditory aids and equipment, which have been selected with the educational handicaps of the pupils in mind
- working directly with "disinterested" pupils by stimulating their interest in good books which they are capable of reading
- selecting books, which, through their content, will give insight and inspiration to children who have problems.

Services Rendered by Physical Education Teachers. Disadvantaged pupils often have not had the opportunity to participate in directed physical education activities before entering Chicago schools. Many have had little experience because of a cultural indifference to sports. As a result, they often lack the body development, coordination, and skill which is the goal and the outcome of a good physical education program. The essential elements of leadership and followership, fair play, prompt response to commands, good sportsmanship, and team work are learned in the gymnasia. Activities which can be translated into worthwhile leisure time pursuits are a part of the daily program. The total physical education program promotes the development of closer identification with the school, acceptable behavior, and good citizenship, thus accelerating acculturation.

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[21] Board Report No. 68746, January 25, 1961, p. 1634 (in the files of the Board of Education, City of Chicago).

One of the important responsibilities of the physical education teacher is the organization and operation of the school safety patrol. This service is of particular value to children new to the city who are unfamiliar with traffic rules and safe pedestrian practices. The freedom of rural living makes these children totally unprepared for coping with urban street situations. Even the side streets frequently used for play are hazardous in densely populated areas and the children are unaware of the dangers presented by moving automobiles and parked vehicles. The physical education teacher not only develops the skills of the safety patrol, but also reinforces the program of safety education conducted by the classroom teacher.

After-School Reading Classes. In May, 1962, a huge tutorial program was initiated in Chicago to aid pupils who were academically retarded. Three hundred classes were established in 60 schools in disadvantaged areas, enrolling 5,400 pupils who were at least a year behind their potential achievement level in reading. The classes met from 3:15 to 4:00 p.m. twice a week. Parental permission was required. Highly qualified teachers from the regular school staff were selected; they were paid $4.50 per period. All available test data was utilized to group children so that there could be concentration on each pupil's individual deficiencies. Teachers who evaluated the program were enthusiastic over the renewed interest in reading, and they reported that pupils made excellent gains in fundamental skills and that they were developing better attitudes toward school. The class size, limited to 20, was a significant factor in the success of the project.

In April, 1963, a nine week term was in operation in 100 schools serving 9,000 pupils. The Board of Education approved further expansion of the program in September, 1963,[22] and during the fall semester 18,479 pupils attended for twelve weeks in classes averaging 15. In the spring of 1964, 178 schools with over 1100 classes were serving 20,000 children.

Table No. 10 shows the number of classes conducted in each school district, the number of pupils who participated in the program, and the cost of teachers' salary. It will be noted that the schools in the C Section provided ten times as much after school service as did those in the A Section.

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[22] Benjamin C. Willis, Statement to the Board of Education, "After-School Classes," September, 1963, p. 436.

TABLE 10

AFTER SCHOOL READING CLASSES, FALL 1963
Numbers of Schools, Classes, and Pupils Participating, and Teacher Salary

Sec.	Key Rank Dist.	No. of Schools	No. of Classes	No. of Pupils	Teacher Salary @ $4.50 Per
A	1	0	0	0	
	2	1	5	96	
	17	2	10	175	
	18	5	25	440	
	4	0	0	0	
	16	5	25	505	
	5	0	0	0	
		13	65	1,216	$7,020
B	3	1	6	120	
	15	1	5	75	
	14	11	81	1,415	
	7	12	63	1,031	
	10	11	78	1,357	
	20	10	63	1,041	
	12	1	5	90	
		47	301	5,129	$32,508
C	21	6	33	507	
	6	6	40	640	
	11	5	41	779	
	8	17	136	2,282	
	19	12	101	1,907	
	9	22	144	3,064	
	13	22	173	2,955	
		90	668	12,134	$72,144
TOTAL		150	1,034	18,479	$111,672

An investment in additional time spent in instruction has brought dividends in terms of reducing dropouts, in sharpening an important tool of learning, and in bringing to children an appreciation of the joy to be found in reading.

Services Rendered by After-School Reading Clinics. After-school reading clinics staffed by clinicians approved by the Bureau of Child Study provide instruction for upper grade pupils who are at least two years retarded in reading. These clinics are conducted in schools in which social center or Park District programs are in operation after school hours.

In 1961 clinics were set up in two schools;[23] at present a total of 250 pupils are being served in 14 centers, 8 of which are located in Section C schools. Special attention is given to diagnosis of reading difficulties; instruction is provided in classes of 15 for two one-hour periods each week. Money is provided for additional reading materials, including reading laboratories. Test results indicate that 58% of the pupils enrolled in 1963 have gained more than one year in reading; 73% gained more than a semester. In addition to gains in achievement, through the opportunities for personalized counseling, pupils who formerly experienced defeat and failure have been inspired and encouraged to renew their efforts and to try again.

A Ford Foundation Project, "The Great Cities School Improvement Studies," had this to say in 1960:[24]

> An extended school day and school week (including .... reading clinics....) will improve the achievement of the culturally deprived in reading and arithmetic, will improve their motivation and decrease the number who drop out of school before high school graduation.

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[23] Board Report No. 68746, January 25, 1961, p. 1634 (in the Files of the Board of Education, City of Chicago).

[24] "The Great Cities School Improvement Studies," Ford Foundation Project, 1960. (Mimeographed).

TABLE 11

ELEMENTARY SCHOOL SOCIAL CENTERS CURRENTLY IN OPERATION

Sec.	Key Rank Dist.	Number of Centers	
A	1	8	
	2	5	
	17	3	
	18	2	
	4	4	
	16	6	
	5	5	33
B	3	6	
	15	3	
	14	5	
	7	5	
	10	6	
	20	5	
	12	4	
			34
C	21	7	
	6	11	
	11	8	
	8	8	
	19	7	
	9	10	
	13	10	
			61
			128

Services Rendered by Recreational Divisions. An extensive and well-organized outdoor recreational program has been provided by a network of playgrounds throughout the city for many years. Recognition of the varied recreational needs of all children led to the expansion of an existing nucleus of indoor after-school programs when, in 1953, the Board of Education approved the establishment of 27 additional[25] social centers. School faculty staffs the centers, providing continuity with day-time efforts. The indoor program now operates in 128 elementary schools, 61 of which are in the C Section.

The pattern of activities may vary from center to center, depending on community needs and interests, but basically it offers team games, tumbling, table games, arts and crafts, dancing, music,and dramatics. The location of new centers depends upon the availability of other recreational opportunities in the area, the numbers to be served, the population density and indices of juvenile delinquency, the interest evinced by the community, and availability of the school faculty to staff the program.

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[25] Board Report No. 57261, February 11, 1953, p. 1303 (in the files of the Board of Education, City of Chicago).

Health Services. In 1951 the Bureau of Health Services was established to supervise and coordinate the health program for pupils. In the same year the teacher-nurse program was established and this personnel was assigned to the districts. Because parents in disadvantaged areas are frequently unable to provide for the physical well-being of the child,it becomes the responsibility of the teacher-nurse to explore every possibility of obtaining this urgently needed care. Assignments of the nurses in Sections A, B, and C are, respectively, 35, 46, and 56.

The duties of the teacher-nurse include assisting parents and teachers in the follow-up of pupils with special health problems and providing assistance to pupils with non-remediable defects to accept and adjust to their physical limitations. Parent and pupil conferences are conducted in school and in home visits. The scope of the services of the teacher-nurse involves cooperation in mass screening and inoculation programs and also in the physical examinations conducted by the Board of Health for children whose parents are unable to provide private care.

Pupils in grades 1 and 5 are routinely screened for vision defects, and pupils in grades 1 and 4 are screened for hearing defects by Board of Education technicians. The findings of the vision program indicate the children who need a professional examination; pupils found to have hearing losses are referred to otology clinics which are held in certain schools. The teacher-nurse in low income schools renders outstanding service to both parents and children in arranging referral assistance for examinations, glasses, and hearing aids where needed.

Inoculation programs are administered in these schools by the Board of Health according to need, using school facilities and personnel to conduct the program. When an incident of diphtheria or another highly contagious disease occurs in densely populated areas, emergency inoculation programs are organized.

A tuberculin testing program has just been started on an intensive scale. The pilot study was conducted in a low-income school; two active cases of the disease have already been revealed. This program is scheduled to be expanded to other schools in similar areas.

Dental care is provided by 57 Board of Health dental clinics operated in 55 schools and in two community centers. Twenty-five of these are located in Section C schools. Dental services rendered consist of examinations, treatments, cleaning teeth, extraction of infected teeth, and fillings. Pupils are referred by principals, teachers, teacher-nurses, parents, and often by themselves. Generally the schools served are within reasonable walking distance of the school in which the dental clinic is housed.

Principals and teachers recognize the importance of the Board of Health medical examination program, but are not reconciled to having these given in the schools during school hours because of the interruption of the educational program. Possibilities to be explored in this regard include after-school programs in schools or elsewhere, set programs, and an examination program scheduled for summer, Christmas, or spring vacation.

The Lunchroom and Free Lunch Program. Closely related to health services is the lunchroom program,which is maintained on a non-profit basis for the purpose of accommodating pupils unable to obtain an adequate lunch at home. In many cases parents work and are not at home at noon, or the home is unable to provide lunch. Distance is not a factor at the elementary school level, for schools are available in all neighborhoods within walking distance, so that under ordinary circumstances each child can go home to gain physical sustenance and moral reinforcement for the afternoon session. Under no circumstances may the program be considered an accommodation to parents. It is strictly non-profit and requires the assistance of supervisory teachers, who forego part of their own regular lunch hour to make the service possible.

The number of lunchrooms has been increased from 197 in 1953 to 286 in 1963, as the surge of in-migrants unable to provide for adequate meals increased. These lunchrooms have excellent kitchens and well-qualified personnel. Supervisors representing all sections of the city meet regularly with a nutritionist to discuss menu planning. The cultural background and dietary habits of all children are considered. For instance, a school with many Spanish speaking pupils will prefer various pasta to potatoes, although all schools serve the same "Type A" hot meal. Twenty-two schools are serviced from central distribution points, which are usually located in a high school; these receive hot meals delivered by truck.

Lunches are 37 cents in the high schools, and 27 cents in the elementary schools. In 1952, 72% of the income of the lunchrooms came from the high schools, as might be expected because of the greater distance from homes and the slightly shorter lunch periods. By 1963, however, high schools were accounting for only 48%, despite increased service in these, also, because of the increased need in the elementary schools.

A free lunch and free milk program are maintained for children who would otherwise go hungry. Eligibility for participation is based upon several factors, including the judgment of the teacher and principal. Table 12, which follows, shows the districts in which lunchrooms are located, the number of free meals served from September, 1962, to August, 1963, and the cost of the program. Cost is the amount of revenue not received from the schools. A glance at the C Section figures as compared with those of the A Section tells a significant story.

TABLE 12

LOCATION OF LUNCHROOMS, NUMBER OF FREE LUNCHES SERVED, AND COST OF THE FREE LUNCH PROGRAM

Sec.	Key Rank Dist.	No. Lunch Rooms		No. Free Meals		Cost Free Meals	
A	1	2		3,324		$ 1,229	
	2	1		15,988		4,378	
	17	5		19,416		5,377	
	18	4		13,938		4,883	
	4	4		15,823		5,114	
	16	6		21,978		6,855	
	5	0		6,386		2,362	
			22		96,853		$ 30,198
B	3	7		36,385		$10,838	
	15	6		16,410		5,277	
	14	4		16,055		4,487	
	7	11		42,229		11,974	
	10	10		47,660		13,137	
	20	3		15,750		4,580	
	12	19		60,982		16,673	
			22		235,471		$ 66,966
C	21	3		15,498		$ 5,204	
	6	14		56,407		15,445	
	11	9		83,008		22,747	
	8	9		79,460		23,086	
	19	9		72,762		19,878	
	9	15		123,196		33,956	
	13	11		48,784		13,850	
			72		479,115		$134,166
Total			154		811,439		$231,330

TABLE 13

NUMBER OF ATTENDANCE OFFICERS, NUMBER OF HOME VISITS, AND COST OF SERVICE

Sec.	Key Rank Dist.	No. Att. Off.	Cost @ $4,680	No. Home Visits
A	1	4		3,833
	2	7		8,408
	17	6		7,595
	18	6		6,821
	4	7		6,026
	16	9		10,020
	5	7		6,723
		46		49,426
			$215,280	
B	3	8		7,886
	15	8		8,150
	14	9		9,992
	7	14.5		19,142
	10	10		14,393
	20	8		10,062
	12	11		13,905
		68.5		83,530
			$320,580	
C	21	12		13,975
	6	13		20,063
	11	12.5		13,412
	8	16		21,955
	19	11		14,044
	9	15		20,502
	13	13		17,769
		92.5		121,720
			$432,900	
Total		207	$968,760;	254,676

Services of Attendance Officers. Attendance officers are civil service personnel assigned to districts on the basis of need. One may be assigned full time in a large school or may serve two or three smaller ones. They make home visits and hold conferences with parents, taking their work assignments from lists prepared in the school office daily, on on the basis of pupils' absence. Visits are also made when a pupil is the subject of a Case Report recommending placement in a special school or investigation of home conditions. In some instances visits are made before free meals or clothing are provided. Truancy, referring to a pupil's absence without the knowledge of his parents, is frequently augmented by truancy with the full knowledge of parents, in most disadvantaged areas. Several visits are sometimes needed to make parents understand the importance of regular attendance. Habitual tardiness is also investigated.

Officers understand the importance of good home-school relationships and approach their duties in this spirit. In one district the officers organized a class in Spanish so that they could learn enough of the language to converse with the large numbers of Mexican and Puerto Rican parents.

The very high transiency rates add to the problems of attendance officers, as do the ever-increasing numbers of newcomers unfamiliar with compulsory attendance laws.

Table 13 shows the number of attendance officers assigned in each school district, the number of home visits made, and the cost of this service based upon the average salary, which is $4,680 a year.

Services of the Bureau of Socially Maladjusted Children. The Bureau of Socially Maladjusted Children receives School Case Reports which are initiated in the schools for each pupil who presents serious problems which have existed over a period of time, and in which every effort has been exhausted in attempted remediation. Cases include those dealing with unwholesome home conditions, habitual truancy, extreme behavior patterns, and, for the girls, compulsory medical excuses. Each case is preceded by school requests for many parental conferences at school, or, when these are denied, of truant officer contacts and reports on conditions in the home. Ordinarily, Child Study referrals have been made, and the psychological evaluation completed. Each case requires much time on the part of the principal, adjustment and classroom teachers, and the clerk, before it is finally decided to submit a Report. Recommendations are included for possible disposition, such as placement in a social adjustment school, Chicago Parental School, referral to Family Court or to Municipal Court.

The Bureau acts upon each case as rapidly as the social adjustment schools can accommodate the pupil. Immediate removal from the school of those pupils who display extremely aggressive behavior is essential for the safety of the other pupils, and sometimes of the teacher. In any case, morale is jeopardized when classrooms are disrupted.

Table 14, which follows, indicates the extent to which the three School Sections, A, B, and C, are faced with serious problem cases, and the service given. The cost of the service includes that of total operation of several schools for socially maladjusted pupils and the Chicago Parental School.

TABLE 14

NUMBER OF SCHOOL CASE REPORTS PROCESSED AND REASONS FOR REFERRAL
September, 1962 - June, 1963

Sec.	Key Rank Order	Home Conditions	Truant	Behavior	Medical Excuses Under 16	Medical Excuses Over 16	TOTAL
A	1	0	12	15	2	5	35
	2	1	78	36	5	1	121
	17	11	23	14	9	4	61
	18	1	41	40	16	4	102
	4	3	25	13	5	1	47
	16	12	54	83	26	24	198
	5	5	38	37	10	2	92
		33	271	238	72	41	656
B	3	4	126	75	12	4	221
	15	4	22	30	14	2	72
	14	2	100	55	29	10	196
	7	9	155	75	33	45	318
	10	4	148	57	59	52	322
	20	0	66	62	28	24	180
	12	2	51	39	7	5	104
		25	668	393	182	142	1,413
C	21	17	81	57	33	5	193
	6	14	131	95	10	1	251
	11	1	69	28	69	66	233
	8	7	211	113	94	30	455
	19	2	127	41	54	14	238
	9	3	174	89	66	64	399
	13	6	173	75	41	42	337
		50	966	498	367	222	2,106
TOTAL		108	1,905	1,129	621	405	4,175

TABLE 15

PSYCHOLOGICAL STUDIES MADE IN THE CALENDAR YEAR 1963

Sec.	Key Rank Dist.	No. of Cases Studied	
A	1	544	
	2	701	
	17	646	
	18	643	
	4	592	
	16	713	
	5	636	
			4,477
B	3	633	
	15	477	
	14	832	
	7	886	
	10	666	
	20	419	
	12	662	
			4,585
C	21	466	
	6	784	
	11	554	
	8	732	
	19	764	
	9	1,020	
	13	656	
			4,976
TOTAL			14,028

Psychological and Psychiatric Evaluation of Pupils. Psychologists on the staff of the Bureau of Child Study are assigned to each of the twenty-one districts in approximately equal numbers. Each goes from school to school on a regular schedule making individual psychological evaluations of pupils referred by teachers and principals. Frequently a parent is present at the time of the examination. An oral and written report is given, and recommendations are made.

Referrals from schools in disadvantaged areas are usually for reasons classified as educational guidance, academic retardation, mental retardation, social guidance, or aggressive behavior. Other problems are related to the home or community. Recommendations may be for placement in a different grade, a special education class, or special education school. They may relate to materials of instruction or to textbooks, or there may be referrals for physical examinations. Many "outside" referrals are made by the psychologists, too. These may be to the Institute for Juvenile Research, Family Service, Juvenile

Protective Association, or an agency specializing in relief, vocational guidance, or scholarships. Availability of resources in the immediate community, such as clinics, treatment centers, and counseling services to which the Bureau of Child Study or the school can make referrals for effective aid may also determine the recommendations made for the atypical children examined.

The psychologists, as part of their referral service, will screen certain cases and recommend them for psychiatric evaluation. These appraisals are conducted by three part-time psychiatrists in the Medical Department of the Board of Education. In the 1962-63 school year, almost all of the 443 children thus examined came from low-income areas. Principals and teachers consider the service very helpful. However, the Bureau has been unable to keep up with the requests made during the last few years, not only because of budgetary limitations, but also because qualified personnel is not available.

Teachers' identification of potential dropouts, delinquents, or severely disturbed children with deep emotional difficulties is not the problem. The problem is to provide immediate professional evaluation and immediate suitable placement in accordance with the recommendations made. Individual attention for such pupils and small classes with special curricular aids have proven their value, but many more are needed, and the number of pupils requiring the service is increasing. Provision for them would be an investment in human salvage, as well as a real economy in comparison to the mounting sums required for relief recipients, detention, and mental hospitals.

Additional Auxiliary Services. Many auxiliary services are provided to all schools by the staff of the various departments, bureaus, and divisions of the central administrative office listed below. Consultants and supervisors are specialists in their fields. Their service is particularly valuable in disadvantaged areas because of the intensive in-service programs which are required by the great range of instructional problems faced by these schools.

Department of Curriculum

Consultants -- Elementary and H. S.

- Language Arts
- Social Studies
- Mathematics
- Science
- Foreign Languages
- Cultural Coordinator

Supervisors

- Library
- Visual Education

Service Division

- Radio and Television

Department of Administration and Instruction

Supervisors -- Elementary and High School

- Art
- Music
- Adjustment Teachers
- Psychologists
- Pupil Personnel
- Medical and Health Services
- Physical Education
  - Boys
  - Girls
- Safety
- Social Centers
- Playgrounds

Special Education

Supervisors

- Physically Handicapped
- Visually Handicapped
- Auditorally Handicapped
- Mentally Handicapped
- Speech Correction

Vocational and Practical Arts Education

Supervisors

- Industrial Arts
- Home Economics
- Vocational Education-Boys
- Vocational Education-Girls
- Business Education-High School

Department of Operation Services

- Supervising Engineer-Custodian
- Supervising Lunchroom Manager

Extension of the Experiential Background of Pupils

TABLE 16

NUMBER OF BUS TRIPS PROVIDED 1961-63 AND THEIR COST

Sec.	Key Rank Dist.	No. Bus Trips		Cost at $12	
A	1	0		$ 0	
	2	29		348	
	17	30		360	
	18	38		456	
	4	12		144	
	16	45		540	
	5	8		96	
			162		$ 1,944
B	3	28		336	
	15	32		384	
	14	128		1,536	
	7	115		1,380	
	10	195		2,340	
	20	140		1,680	
	12	90		1,080	
			728		$ 8,736
C	21	61		732	
	6	121		1,452	
	11	128		1,536	
	8	233		2,796	
	19	164		1,968	
	9	240		2,880	
	13	161		1,932	
			1,108		$13,296
TOTAL			1,998		$23,976

One of Chicago's early programs to compensate children in disadvantaged areas for their meager backgrounds and lack of experience outside of their homes was the initiation of the Free Bus Program. In 1956 one district with recognized need served as pilot, and was allotted $1,000 in the budget for 100 bus trips so that teachers could take pupils who were without funds of their own on trips which would give them first-hand experiences in museums, zoos, parks, the planetarium, aquarium, industrial plants, and even farms.

Teachers as well as pupils found the experience exciting; it added a new dimension to teaching disadvantaged children. Trips were planned far in advance and there was careful preparation on how one is expected to behave, as well as on safety precautions and academic assignments. After each excursion classroom activities centered around oral and written expression describing what had been experienced, or in appropriate creative art.

Teachers considered the project an invaluable contribution, and each of the following years the appropriation was increased so that any school serving economically disadvantaged children could participate in the program.

Since 1956, a total of $31,084 has been budgeted for 4,268 trips. During each of the last three years, 1961-63, $7,992 has been available for 666 trips. School districts participating are shown in Table 16. The trips are made possible at a nominal rate by utilizing the buses which provide daily transportation for the physically handicapped children during the hours they are in school.

Expansion of Cultural Opportunities. Because the disadvantaged child lacks awareness of the rich urban life to which he has little orientation, the schools make special efforts to utilize Chicago's many resources, first, by taking him out into the community, and second, by bringing to the school persons and programs capable of enriching his life. The publications of the Department of Curriculum Development emphasize the key role of community resources in implementing the educational program. The Teaching Guides for science and social studies contain a directory of agencies which are city-wide in their availability for school tours. Sixty-two specific activities for utilizing community resources are listed in the latter.

Celebrated artists, authors, and dramatic groups perform as groups or individually and delight the audiences with their presentations. Frequently lecturers from various cultural centers contribute to the programs and provide enriching experiences for pupils. Each year the

Junior League presents appropriate drama, complete with costumes, in several schools in culturally disadvantaged areas. The Petrillo Foundation presents a series of instructional ensembles in similar schools every season. Thousands of tickets to the Shrine Circus and Horsecapades are made available annually to schools in the inner-city. These things don't "just happen." It takes planning and time.

Recognizing this, the Board of Education approved the appointment of a Coordinator of Cultural Activities in 1962,[26] charged with the responsibility of opening the many doors of our vast cultural environment to the economically disadvantaged child who would seldom have an opportunity to share in the cultural experiences that are a key factor in developing full potential. Since this time, opportunities have increased, and communication regarding them has greatly improved. The schools have become more "culture conscious," and there is a wide range in the type of programs in which the schools participate as spectators, including, as examples, the Goodman Theatre, the Civic Opera House, the Civic Theatre, Orchestra Hall, the Fifth Army Band Concert, the Puppet Shows at Kungsholm, programs for those studying foreign languages, folk dancing groups, and many others.

The Division of Art sponsors an exhibit of pupils' work each spring, in cooperation with Wieboldt's and Scholastic Magazine. Children in disadvantaged areas are encouraged to share in the project, for it gives them an unusual opportunity to see their own work on display, and to gain inspiration and confidence through the experience. In addition, local art exhibits are held annually in all districts, accompanied by appropriate panel discussions or demonstrations. Parents, teachers, and pupils are invited to attend.

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[26] Board Report No. 60718-D, November 8, 1961, p. 628 (in the files of the Board of Education, City of Chicago).

The schools take full advantage of group tours of the Chicago Art Institute which are conducted by seventy-five women sponsored by the Junior League in cooperation with the Women's Board of the Art Institute, and trained by the Institute staff. The Public School Art Society sponsors two professional persons who go out into the schools, taking excellent framed reproductions of some of the pictures. They show the pictures to groups of children; their response is rewarding.

The Division of Music sponsors city-wide band competition each spring. It should be noted that, of the thirteen high schools rated superior, three are in culturally disadvantaged areas. This is remarkable because almost without exception every bit of instruction these pupils received came from the schools or school-sponsored tutorship. In addition, nine pupils from inner-city schools rated superior in playing individual instruments, including trumpet, trombone, flute, clarinet, French horn, tuba, and drums.

Two special music projects afforded high school pupils opportunities to play with peers from every section of the city during the spring of 1964. Pupils were individually auditioned for participation in an all-city chorus and an all-city band, which performed at Orchestra Hall in June. The chorus also performed with the Chicago Symphony Orchestra in the Young People's Series, earlier in the season.

The Physical Plant -- An Educational Tool

> The buildings into which these children come play an intangible but significant part. Pleasing school buildings, designed to accommodate a variety of productive activities, can contribute to an understanding of self and others in a world of increasing anonymity.[27]

School buildings are designed to be educational tools, and in many ways incorporate features which serve the particular needs of children who require compensatory education. They aid the classroom teacher in performing more effectively with children who depend on their immediate surroundings for additional motivation to learn.

A school building as an educational tool offers more than just an inviting structure. The general construction of the classroom with large areas of display space makes it possible to highlight ideas for children who are far more visual-minded than they are auditory-minded. The numerous electrical outlets, conveniently placed, make possible the simultaneous use of several electrically-operated teaching devices, such as a filmstrip pre-viewer, a tape recorder, a fluorescently-lighted greenhouse, a chick-u-bator, a heating element for the aquarium, and a jewelry kiln for art work. These devices provide experience which the children cannot gain elsewhere. The modern lighting not only aids in the productivity of the vision-centered activities, but also decreases restlessness and fatigue. It adds to the attractiveness of the corridors and enhances the display of art work on their permanent bulletin boards. Movable seating facilitates the various arrangements of groups for instruction, making possible individual conferences, small group counseling, tutoring, and other effective learning situations.

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[27] John J. Goodlad, Some Propositions in Search of Schools (Washington: National Education Association, Department of Elementary School Principals, 1962), p. 29.

The health needs of culturally disadvantaged children, more numerous and unmet than are those of the advantaged pupils, are considered in the design of new buildings. The supplementary facilities include: health clinics where the teacher-nurse can conduct her program of consultation and referral with both children and parents; counseling space where the adjustment teacher, psychologist, and speech therapist can operate; modern lunchrooms with the latest kitchen equipment where many youngsters receive the only balanced meal they may eat each day; modern gymnasia placed where their use can be extended to the afternoon and evening hours; and well equipped washrooms for both boys and girls on every floor, so that children can be taught the proper use of any public facilities.

The stereotype that often comes to the minds of young teachers, selecting their first assignment, when the term "inner-city school" is mentioned, is that of a dark, depressing pre-Civil War fortress. The many attractive buildings with beautiful landscaping that have been erected in disadvantaged areas in Chicago readily dispel this mental picture. Staff morale is enhanced by comfortable, attractive teachers' lounges and well equipped teachers' lunchrooms, a necessity in areas offering no easily accessible restaurants. Perhaps most appreciated is the provision for safe and convenient off-the-street parking.

Since 1958 each new building has been equipped with a built-in modern communication system which is an extremely valuable tool in the educational program of children in disadvantaged areas.

Experiences extending the cultural and educational horizons can bring the outside world into any or all of the classrooms at the touch of a button.

To a child, an important part of the school is the recreational opportunities its school yard affords him. Play space in the crowded areas of large cities is often non-existent, and congested streets with parked cars are the scene of baseball, football, and jump rope games. In 1956 the Chicago Board of Education initiated a new project, the Playyard Improvement Plan,[28] familiarly known as the Hitch Plan. This has resulted in the playground of every school being equipped in accordance with a standard plan which was developed after experimentation on the Hitch School site.

Many new schools participate in the Park-School Plan, which incorporates joint use of facilities by the Chicago Board of Education and the Chicago Park District. The park gives the school a feeling of spaciousness in densely occupied sections of the city, and permits wider distribution of the Park District recreation programs. The underprivileged child gains twice in this cooperative plan, esthetically and recreationally.

A child's first contact with the school he attends is his overall impression of the exterior of the building. Subtly, this impression can be inviting or forbidding. The new buildings are architecturally interesting and are constructed so that they are attractive with decoratively colored tiles and brightly contrasting bricks. The wide expanse of windows and the neatly maintained landscaping add to the pleasing picture. Particularly in disadvantaged areas the school buildings are the bright spot in drab communities.

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[28] Board Report No. 63085C, June 27, 1956, p. 59; Board Report No. 63167B, July 11, 1956, p. 1829 (in the files of the Board of Education, City of Chicago).

Regular elementary classrooms totaling 3,727 have been erected at a record-breaking pace to take care of the huge increase in school population, and even with tremendous effort, it was impossible to keep pace. As a temporary measure, classroom space has been rented in some of the Chicago Housing Authority buildings, and an innovation, the mobile unit, was instituted to make possible full day education for children in a modern, comfortable, and self-sufficient setting within easy walking distance of their homes. While school construction proceeds, children may be housed in these units. They have proven economical and can be readily transferred from site to site where needed. School personnel are looking forward to the day when these units can be released for use in the following auxiliary services: health examinations, counseling rooms, general conference rooms, coaching and tutoring, band practice, little theatre, art rooms, and recreational playrooms.

Rented space and mobile units bring the total of classrooms added during the decade to 4,801.

Table No. 17 indicates the numbers of regular elementary school classrooms constructed in the decade 1953-1963 and their cost. A comparison of A, B, and C Sections shows the extent to which the latter have shared in the benefits of this tremendously expensive program.

TABLE 17

NUMBER OF REGULAR ELEMENTARY SCHOOL CLASSROOMS CONSTRUCTED, 1953-63, AND THEIR COST

Sec.	Key Rank Dist.	No. of Classrooms	Cost of Construction	Total Cost by Section
A	1	63	$ 2,532,165	
	2	111	3,533,004	
	17	157	7,562,834	
	18	143	4,839,932	
	4	12	495,069	
	16	222	8,606,774	
	5	14	579,777	
		722		$28,149,555
B	3	46	$ 1,921,940	
	15	148	6,129,930	
	14	209	6,090,930	
	7	258	9,882,138	
	10	296	10,248,253	
	20	236	7,959,527	
	12	36	1,183,358	
		1,229		$43,416,076
C	21	197	$ 5,779,249	
	6	129	4,667,864	
	11	313	10,063,858	
	8	274	8,332,311	
	19	146	4,847,170	
	9	349	10,946,967	
	13	368	12,394,995	
		1,776		$57,032,414
TOTAL		3,727		$128,598,045

The High School

For all adolescents, entering high school is an exciting venture, but for disadvantaged pupils, going on to high school is a momentous step, indeed. Many are proceeding farther than have any family members before them. Some pupils entering high school have met the requirements of the compulsory attendance law and have reached the point where they may terminate their formal education. Little encouragement is offered by parents who find carfare and lunch money an additional financial burden. At this point, the high school is prepared to understand, stimulate, and encourage the hesitant prospect, to put forth a concerted effort to get him into high school, and, through its holding power, to keep him there.

A pupil's first contact with the high school occurs several months before his graduation from eighth grade. Through the cooperative services of the adjustment teachers in the Kg-8 schools or the counselors in the Upper Grade Centers, and a team of high school counselors representing each of the high schools from which a pupil may select his future school, an intensive educational guidance program is carried on during the last half of the eighth grade. Parents are involved in this guidance program through group and individual conferences.

In several of the disadvantaged areas, "career conferences" involving community councils or Junior Chamber of Commerce members, and numerous outside social agencies are carried on at this level. Parents are invited, and attendance is generally good.

A copy of What Next for the Eighth Grade Graduate?,[29] a brochure particularly prepared to assist in the big decision, is sent home with each graduating pupil for leisurely study with his parents.

All available test data is studied and the pupils' own interests are explored by the elementary school staff. The proper selection of the most appropriate type of high school for every pupil is a matter of utmost concern.

To give further stimulation in disadvantaged areas, the various high schools invite eighth grade classes to visit and tour the buildings before making a decision. They may also invite pupils to attend a spring concert or other special program as added motivation and to foster a sense of pride and belonging even before the June severance from the elementary school.

Three major types of high schools provide for students of grades nine through twelve:

- The general high school offers a wide range of curricula and develops interests of a non-technical nature. It gives preparation for college or opportunities in business.
- The technical high school offers an education in subjects preparatory to college training in engineering and architectural drafting, or as preparation for positions at sub-professional levels in these same fields.
- The vocational high school has as its purpose the immediate employability of its graduates in skilled occupations. There are separate facilities for boys and girls.

In addition, there are one trade high school and one commercial high school. For those under 17 who want to work or must work, the continuation schools offer one solution.

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[29] What Next for the Eighth Grade Graduate? (Chicago: Board of Education, City of Chicago, 1964). Distributed annually.

In recent years educators in Chicago have made continuous appraisals of the educational offerings of the secondary schools. As a result, there was a keen awareness of the fact that minor adjustments in the program do not suffice in meeting the tremendously changed needs of today. Technological and social changes and the expansion of pupil population have been of such magnitude that a thorough reappraisal of the secondary school program was necessary. In 1955 a committee undertook this task.

As a result of this study, approved in 1957, several changes were initiated, one of which was an increase from 16 to 18 in the number of units of work required for graduation. At the same time the requirements for each of the many course sequences were reviewed and strengthened.

Having selected a course sequence which he will follow for four years, the pupil will proceed to take the required major and minor courses in order. Elective courses, too, make up a part of the total required for graduation. However, two pupils making the same selections may have very different classes; several types of adjustments may be made because of their own individual differences.

A matter of concern is the need for differentiation to meet the wide range of ability among high school students and the great variation in their achievement levels. There is realization, too, that it is as important to provide for those at both ends of the scale as for those in the central stanines.

To meet the needs of educationally disadvantaged pupils, high schools serving them have incorporated into their offerings four special courses which may precede or substitute for regular courses.

- Basic English, a concentrated one-year program for high school students who test below average in learning ability, and students of average ability who are seriously handicapped in the language arts.
- Essential English, a program planned for those who may have completed Basic English, or freshmen who have failed to achieve average skill in language arts in the elementary grades.
- Basic Mathematics, a one-year course for students who enter high school with achievement in mathematics below sixth grade level.
- Essential Mathematics, for those whose achievement is below eighth grade level and who require additional instruction in arithmetic before beginning the study of algebra, or to meet the needs of those who will terminate their study in this field with essential mathematics.

Pupils may move from the basic or essential to the regular courses whenever their achievement warrants it; prerequisites are set to qualify for the various courses. The Curriculum Guides contain full details for these four courses.

A series of special courses is offered for those who lack the background required for success in the standard business education program. These include Basic Business Training, Clerical Bookkeeping, and Office Practice. The secondary school curricula in social studies and science are structured to provide for all student ability levels.

Other courses for the disadvantaged are offered in certain high schools where numbers are sufficient and special needs have been demonstrated. Among these are the following:

- Community Civics, a special course which has been developed cooperatively in three schools by the principals and social studies staff, designed for each group of pupils with limited ability and little knowledge of urban functions.

- Intensive instruction in English for foreign-speaking students, to enable them to attain a functional level in English before moving to their regular curriculum.
- Physical Science Survey for students who desire more science instruction in the area of physics, but are not equipped to handle the regular physics program.
- Reading, Speech, or Writing Workshops, offered as part of the English curriculum.
- Diversified Occupations, a cooperative work-study program for girls over sixteen, designed to orient students to real employment conditions. Special skills are not required. The types of jobs involved are nurses aides, linen room and tray girls in hospitals.
- Commercial Foods, offered in cooperation with a school cafeteria. The students work at stations in the cafeteria kitchen, bake shop, and salad counter.
- Special Speech Program, a coordinated program worked out between the language arts consultants and the speech therapists.
- Tutoring Program in which honor students assist the slow learners.
- Reading Clinics to assist pupils who have severe reading handicaps.
- Coaching Programs outside of school hours, to help students prepare for scholarship examinations.
- Culture Clubs, generally sponsored by English teachers, designed to acquaint culturally disadvantaged students with the fine arts in Chicago. The program includes inviting speakers or performers to the school and club field trips to special programs.

The multiple track described, (basic, essential, regular), has further diversification with honors classes at the upper end of the scale, and other offerings for students with high potential and commensurate achievement.

A program which was initiated in all general high schools in 1958 and which has particular significance for students in disadvantaged areas is the city-wide "One Hundred Program." The top twenty-five students in each entering freshman class, each sophomore, junior, and senior class make up the One Hundred. They are given the most challenging program possible. Conferences are held with parents and every effort is made to guide these young people in their scholastic and social development. Opportunities for leadership experiences are provided, and participation in extra-curricular activities is encouraged to bring about all-around development. Enrichment, rather than acceleration, is the objective.

Curriculum materials provided by the Department of Curriculum make special provisions for the needs of the educationally disadvantaged pupil at the high school level, in the following areas: language arts, mathematics, science, social studies, business, distributive education, diversified hospital occupations, practical arts, and Urban Youth Program. All curriculum materials are reviewed every four years to insure that they are in keeping with current research findings, instructional materials, and methodology.

The services of attendance officers, psychologists, and speech correctionists are available in all high schools. The latter serve pupils with all speech defects not associated with dialect speech patterns and poor enunciation. These are the responsibility of all teachers in the school, and particularly those in the language arts department. Since habitual poor speech is a deterrent to obtaining employment, its correction is very important and some teachers find they must teach English as a foreign language.

At the high school level the counseling program has made rapid strides in recent years; the pupil-counselor ratio has steadily decreased. One of the assistant principals serves as chairman for the program. Qualifications for counselors are high, and an excellent Guide[30] has been provided. Each pupil is assigned to one counselor who retains responsibility for giving him educational, vocational, and personal guidance throughout the four years. This is particularly important for pupils in disadvantaged areas where so many have missed the steadying influence of sustained personal attention because of their own great mobility.

It is the counselor who administers the testing program and interprets the scores to classroom teachers. This, too, is particularly important because cultural deprivation sometimes masks potential and limits aspirations. Careful analysis and interpretation by well-qualified counselors can help adjust the situation.

College Day programs are held for senior students; in disadvantaged areas juniors may also participate because college attendance is not taken for granted and early interest must be stimulated. The continual need for the school to reinforce pupils' determination and sense of responsibility for obtaining their own education has not decreased at the secondary level. Special care must be taken to insure representation from low-tuition colleges, as well as from those with greater prestige. Students with proven ability are urged to participate in various scholarship examinations.[31] Early morning or late afternoon tutoring groups are often set up informally by teachers from several departments, who volunteer their time, not only to review subject matter, but to inspire students and instill self-confidence in them.

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[30] Group Guidance for High School (Chicago: Board of Education, City of Chicago, 1964).

[31] A Guide to Scholarships and Financial Aid for Students in the Chicago Public Schools (Chicago: Board of Education, City of Chicago, 1963).

Vocational guidance is also given by counselors and, in low income area schools, arrangements are made for administration of the Illinois State Employment Testing Program for those who wish to participate. Efforts are made by counselors to actually place in suitable positions graduating pupils who wish to work, but this is an area in which schools need greater community support. For many graduates, the City Junior Colleges offer the only practical means of continuing their education.

In many high schools serving culturally disadvantaged areas, staff members have identified the need for a planned program to introduce and reinforce for young people certain character and social traits as well as the experiences of the academic program. The young people have need for self-understanding. They need to examine themselves in order to develop self pride, to understand and appreciate their school in order to develop school pride, to understand their role as a family member in order to develop family pride, and to know and understand their city in order to develop a sense of belonging as future citizens of Chicago. The students' great need for knowledge and experience with the social graces and leadership training is met through an extensive after and before school club program and monthly club-sponsored evening dances and social activities. Awareness of the cultural and occupational opportunities of the city is part of the club program. Many schools recognize the need to encourage student initiative and leadership in meeting human relations problems which frequently emerge in culturally disadvantaged communities. Remarkable progress has been made through student executed programs designed to build bridges of understanding in human relations.

The Summer School Program

Although summer schools have existed in Chicago for many years, an important change in the philosophy of the summer elementary and high school program took place in 1954 when, at the recommendation of the General Superintendent, the tuition expense was eliminated from the program. Many of the economically disadvantaged pupils who would have been unable to attend a tuition summer school were then able to take advantage of the extended school year offerings. Since the establishment of tuition-free classes, there has been a dramatic increase in the regular summer elementary and high school enrollment[32] from 10,476 students in 1954 to 73,868 students in 1963.

As has been noted, many environmental factors interfere with the educational progress of the culturally disadvantaged child. These have produced a pupil who is often overage and retarded in his grade placement. Unless this pupil is afforded the opportunity to catch up, he frequently becomes an early school leaver. The summer school provides a special compensatory opportunity for the child with a disadvantaged background.

The elementary summer school program serves three groups of seventh and eighth grade pupils. First, the pupil who is progressing well and has the permission of his home school principal, may take advanced work. In disadvantaged areas many of these pupils are those who have been retained in the early elementary grades, but who have gained the maturity and the necessary mastery of basic skills to profit from the advanced work. Some of these are able to complete elementary school requirements for graduation, participate in a commencement ceremony in August, and enter high school in September. Second, the pupil who has taken the work during the school year but who needs further reinforcement to adequately begin the next year's work may review the work of the previous grade. Many youngsters from disadvantaged areas have difficulty in retaining, over a two-month vacation period, the skills already learned, and the continuation of schooling is particularly appropriate to their need. Third, the child who has failed grade 7 or 8 may make up the deficiency in his work, and proceed to his proper grade placement in the fall.

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[32] Facts and Figures, 1962-September, 1963 (Chicago: Board of Education, City of Chicago, 1963), p. 22.

In 1957, a special remedial program became an integral part of the summer program for elementary pupils entering grades 6, 7, and 8. This program has been most valuable for children who, because of cultural disadvantage, mobility, excessive absence, low scholastic aptitude, and other related factors, are in need of specialized instruction in reading and arithmetic. Approximately 75% of the pupils in the program attend remedial reading classes, offered for one hour daily in groups of 20. The other 25% attend remedial arithmetic sessions. The staff is composed of carefully selected teachers, most of whom are experienced adjustment teachers or specialists in the teaching of reading. A wide variety of materials on the achievement level of the pupils in each class is available to the teachers. Basic reading techniques are stressed and recreational reading skills are emphasized. Recreational reading is encouraged through carefully selected collections of books for each school. Arithmetic classes stress basic understanding. Many instructional and manipulative materials are used to develop meaningful concepts. Of the 17,756 pupils registered in the elementary school remedial classes, 7,381, or 41.5% were served in Section C schools.

The summer high school program offers all regular academic subjects and selected vocational high school courses. As is true at the elementary level, the high school student has an opportunity to take advanced work, enrichment courses, or to make up any course work in which he is deficient or has experienced failure. By taking a summer course the student is able to carry a reduced class load during the year. Therefore, the less able student is under less academic pressure, but still remains in his course sequence. The summer course also affords the student the opportunity to concentrate exclusively on one subject which may present the greatest academic challenge and could be a source of frustration and failure in the regular school year. An intensive counseling program is offered all students during the summer and directed to those pupils who expect to graduate at the close of the summer session. In 1963, 1,313 Chicago high school pupils completed the requirements and were graduated.

Adult Education

Education is being recognized as a prime means for resolving serious socio-economic problems that are facing adults everywhere. Adult education offers opportunity for training and retraining in response to the changes continually brought about by technological advances in commerce and industry; it provides leads, through further study, for those ready to escape from dead-end jobs; it supplements the schooling of those who have had little or no education, and have now felt the necessity for a high school diploma.

The Evening School

The Chicago public schools meet this need for adult education through an extensive evening school program with offerings ranging from elementary school through those required for graduation from high school. Special curricula have also been designed for the disadvantaged adults in Chicago.

A cooperative program was structured by the General Superintendent of Schools and the Director of the Cook County Department of Public Aid with the objective of raising the educational level of the welfare recipient to the point where his marginal condition is erased and he becomes able to compete in the increasingly demanding employment market. This joint effort is unique in the United States as an example of intergovernmental planning to face the vexing and grievous problem of increasing dependency and spiraling welfare costs.

At the elementary level the welfare program is called Literacy Education, and students are grouped by ability for instruction in reading for two two-hour classes per week. At the high school level, welfare recipients are in regular high school classes, although their attendance is separately reported to welfare offices. In March, 1962, when the literacy classes were initiated, the enrollment was 211. Since then, this program has so successfully expanded that the present enrollment is approximately 8,000. It is fervently hoped by those involved in the program that the expenditure of thousands of dollars for education will reduce not only the millions spent for welfare costs, but will ultimately salvage human beings.

The primary purpose of the Americanization Program has been to assist the foreign born in obtaining citizenship and adapting to American culture. In 1963 there were 300 such classes in 175 locations; approximately 8,000 persons between the ages of 17 and 80 were enrolled. The rapid increase of rural newcomers to the city and their need for a program of orientation has resulted in the Urbanization Program. Its specific goals have been to provide the basic education which was missed in early life and the new learning required for living in an urban complex; to encourage adults to extend and expand their limited outlook; and to develop an awareness of civic responsibilities.

It is remarkable that all regular courses are accredited and tuition-free and taught by teachers certificated by the Chicago Board of Education. In no other great city in America can a duplicate of this extension program be found operating under a local Board of Education.

Foreign Adult Education

The Foreign Adult Department of Jackson School is a unique unit of the Chicago public school system. During a long, continuous history it has served as the one center in Chicagoland where foreign-speaking adults and older youth could attend a full-time public day school program to learn the English language, to get acquainted with American customs and daily routines, to earn a standard elementary diploma, and to prepare for citizenship.

Today this department has a staff of seven teachers serving 200 students ranging in age from 16 to 60, with half under 21. These students have come to Chicago from 22 countries and represent 16 different languages. Most are from Mexico, China, Poland, Colombia, Italy, and Greece. Fifty-one percent are true newcomers, having been in the United States less than one year; only eight percent have been here more than five years. About one-third have six years or less education; another third nine to twelve years; one-eighth have more than twelve years. Men in the program outnumber women two to one. Continuous enrollment of students is permitted, and placement and promotion are on an individual basis.

Operation Alphabet

Operation Alphabet, telecast on Channel 11, was an effort made by the Board of Education to contact all illiterate adults who wished to learn to read, but who were unable or reluctant to attend formal classes. The films, produced under the sponsorship of the Philadelphia Board of Education, were presented each Monday and Wednesday afternoon, with repeat showings on the alternate days. Primary children were urged by the schools to view the program with their parents, and homework assignments based on the telecast were made which not only provided meaningful learnings for the child, but reinforcement for the adults. Many expressions of appreciation were received by the program director of Channel 11, indicating favorable response to this program.

Leadership Training for Adults

A lack of local leadership at the grass roots level has been a deterrent to the development of effective programs to combat many of the factors which contribute to deprivation. This is attributable to high transiency in the areas and reluctance of residents to take on responsibilities without encouragement and help. Faith in the high potential in the community led to the development of a cooperative project between a school district, a community council, and Citizen Information Service early in 1960. The objective is to identify, motivate, and train residents with potential leadership qualities so that they may assume roles of responsibility in their own communities.

Contributions of the cooperating groups are as follows:

- The Board of Education provides professional leadership in the persons of district superintendents and principals in planning curricula, provides a course director, and also assumes the cost of overhead.
- Citizen Information Service also works on curriculum, provides clerical services, a volunteer to assist at all class meetings, and recruits volunteer speakers for the course.
- The Community Council assumes responsibility for recruitment, selection, and registration of candidates with promise, each of whom has been recommended by component sections of the Council, including churches, business, P.T.A.'s, social and recreational agencies.

Course content includes topics such as how to lead a discussion, to organize a community, to plan a program, to hold effective meetings, to vote, to provide leadership, to understand functions of city government. Kits of printed materials were assembled and prepared for class members. A variety of sessions was purposely included in the agenda, such as lecture, general discussion, buzz sessions, field trips, and use of visual aids.

The first class in 1960 was directed by a faculty member of a Junior College who later became the Director of the Bureau of Human Relations of the Chicago public schools. Since that time it has been repeated twenty-three times in twelve locations, and 707 persons have participated. Requests for an advanced course were granted, and the basic course has twice been given in Spanish. "Graduates" are now found working as volunteers in their community agencies, and many have assumed leadership roles in community activities. A Master's Degree candidate at one of our universities is evaluating the program in more formal manner. Registration for all Leadership Training Courses is now made through Crane Junior College, and arrangements have been made to allow credit, for an unexpected side dividend was the increased interest of class members in continuing their own education. The Bureau of Human Relations serves to coordinate and administer the service.

The Junior College

There are now eight branches of the Chicago Junior College. In September, 1963, there were 29,700 students enrolled in this tuition-free institution, which provides nineteen curricula leading to employment and twenty-four pre-professional curricula.[33]

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[33] Facts and Figures, 1962-September 1963 (Chicago: Board of Education, City of Chicago, 1963), p. 10, 20.

Each branch is a community college dedicated to serving the best interests of the neighborhood in which it is situated. Those in disadvantaged areas are helping the citizens to become self sufficient with hope of a better future. They have become the cultural centers of their communities, drawing people to them for participation in activities such as orchestra, band, choir, drama, and art. Simultaneously they extend culturally into the community, training and sponsoring groups which, during the past year, have performed at such functions as Mayor Daley's United Nations Day Dinner; a Solemn Pontifical High Mass celebrated by Chicago's Albert Cardinal Meyer and Laurian Cardinal Rugambwas, the first African Cardinal of the Roman Catholic Church; Rockefeller Memorial Chapel; Cook County Hospital; St. Xavier College; Hines Hospital; Lake Forest Academy; Chicago Teachers College; Roosevelt University; University of Chicago; Community Council events;and those of the Catholic Inter-racial Council.

The Junior College program in itself is compensatory, providing an opportunity for a wide choice of programs in day or evening hours, with no cost other than non-profit registration and laboratory fees. Counseling service is provided by teachers during day and evening hours, so that students may be guided into appropriate lines of endeavor. Various new curricula have been initiated which will provide them with the education and skill prerequisite to employment. Some recent developments by Junior Colleges in disadvantaged areas are described below.

- Basic Program-one year in length to improve skills in reading, writing, and speech, designed for those who may wish to take college work but are unequipped to proceed, and also for those seeking to upgrade themselves in the language arts, dress, and social amenities as these are related to employment.

- Youth Service Training. Fifty-three students, trained under the Field Instruction Program of the college physical education department, have served practical apprenticeships in community agencies serving youth. The program is a cooperative one with the Chicago Commission on Youth Welfare, which contacts agencies and locates jobs. After appropriate conferences, pupils are assigned in recreation positions without remuneration during the second semester. Formal evaluation is carried out, and the student may remain with the agency as an employee. He has a splendid opportunity to explore this field of endeavor, and to make a real contribution to the youth of the area.

- Music and Drama Experience. Similar work experience programs have been developed in music and drama. Students gain valuable work experience and at the same time increase the services of the cooperating agencies. The addition of the college students to local agency staffs extends the rapport and communication which already exist between the college, the agencies, and the community.

- Welfare. Students from the social science department work part time or summers in programs of the Welfare Council of Metropolitan Chicago, in its Careers in Social Work programs. The program is designed to give selected college students, seriously interested in exploring social work as a possible career, an opportunity to test their interest by practical work in social agencies. A fine selection of prerequisite courses for the prospective professional social worker is offered, including political science, economics, sociology, anthropology, and municipal government.

- Mental Health Work. Opportunities are provided for interested students in the social science department to explore training in mental health work. They participate in discussion groups, hear lectures, and observe current practice in the treatment of mental illness at selected hospitals.

- Nursing Students. Twenty to thirty student nurses from St. Anthony de Padua Hospital take Junior College courses each year as part of the first year of their training at the hospital. This program has been in operation since 1959 when the Hospital and the State Committee on Nursing Education agreed on a new program approved by the State Department of Registration and Education. The role of the college is to provide fundamentals. These include English, social science, mathematics, chemistry, human anatomy, physiology, and microbiology.

- Medical Technicians. A program for medical technicians is given, cooperatively, with the School of Medical Technology at St. Luke-Presbyterian Hospital. It has been in effect for three years, and approximately 150 men and women are now enrolled. After two years of study in the Junior College, technical trainees may take one more year of work at a four-year college, and one year of internship at the Hospital. Only superior students are recommended. They are paid $180 a month while they continue their study. All students accepted by the Hospital have been successful and there have been no dropouts. All graduates in this program, without further training, are qualified for technical employment, and many who go to work in doctor's offices, clinics, and hospitals are non-registered technicians. Others continue their study and ultimately become registered technicians. There is a great demand for personnel in this field.

- Business Training. Opportunities for training include typewriting, shorthand, accounting, office machines, business writing, business mathematics, and office procedures, in both day and evening classes.

The Junior College is student-centered; one of its major purposes is to help the student find himself -- a difficult task when the schools must make efforts to compensate for the disadvantages of environmental deficiencies so many of our youth are striving to equate.

The Chicago Teachers College

Years ago, all students in the Teachers College were residents of the city and more or less familiar with its problems. Teachers were plentiful and teaching jobs scarce. The long periods of waiting before assignment allowed for fuller maturation, and it was not difficult to secure teachers willing to work in schools of the inner city.

Today, students in the College come from all sections of the state; in fact, a few come from other states and pay tuition fees. Teaching positions are readily available both in and out of the city, and it is more difficult to attract graduates to Chicago schools in disadvantaged areas. The Teachers College has recognized this problem and has initiated action designed to make the thought of teaching in schools "with problems" less formidable to neophyte teachers. Feelings of insecurity and inadequacy arise when one is called upon to work in an unfamiliar area with children who seem unresponsive and difficult to approach.

At Chicago Teachers College North a required course in the new curriculum leading to the Bachelor of Arts Degree is *Urban Ecology*. This course acquaints the students with the city and its problems. A series of elective courses known as *Field Experiences in Human Development* is based on students' experiences in actually working with disadvantaged children in social agencies, schools, or social centers. Graduate students at Chicago Teachers College North may specialize in a program emphasizing work with the culturally disadvantaged, and some of the courses required in this sequence are *Cultures of the Disadvantaged*, *Juvenile Delinquency*, and *Psychology of Behavior Difficulties*.

At Chicago Teachers College South a required course for the Master of Education Degree in School Guidance is *Cultural Factors in Learning*, and two courses, *Practicum in School Counseling, I and II*, in which teachers have an opportunity to practice counseling with high school students as subjects. An elective is *Psychology of Behavior Difficulties*. Electives for the Master of Education in Teaching Mentally Handicapped Children are *The Culturally Deprived Child* and *Psychology of Behavior Difficulties*. In the undergraduate school, required courses in the senior year of Kindergarten, Intermediate and Upper Grade sequences are *Introduction to Anthropology* or *Social Dynamics*, and *The Urban Community* is an elective.

The Crane Branch of the Chicago Teachers College South serves the disadvantaged in a very special way. It is a school whose main function, since its inception in 1956, has been the preparation of teachers for inner city schools. It is located right in the heart of the area, and many of its students live close by. All of the faculty of this branch are people with an inspiration and a desire to prepare good teachers for these particular schools. The College is proud of its phenomenal record of growth, having increased from 29 day students to 254, and from 131 extended-day students to 1,518 in the seven year period. There have been over 200 graduates, 70% of whom are teaching in Section C schools. Among courses offered by the Crane Branch are Diagnosis and Remediation in Cases of Reading Disability, Psychology of Exceptional Children, Juvenile Delinquency, Fundamentals of Counseling, Principles and Techniques of Guidance, The Urban Community, Speech Correction and the Classroom Teacher, Educating the Culturally Deprived Child, and Intergroup Relations.

An outstanding contribution has been the scheduling of an annual conference on a Saturday morning, focusing on work with the culturally disadvantaged children.

All three colleges participate in tutoring programs for high school students needing remedial work in reading. All three make efforts to place some of their student teachers in the disadvantaged areas, and all three offer a wide variety of in-service training courses for teachers. These are available after school hours, evenings, and Saturdays. Summer workshops are sponsored, and the colleges are generous in allowing Board of Education personnel to share the privileges of their extensive libraries.

Staff members have shown further interest in the problems of the disadvantaged by attending meetings of the American Association of Colleges for Teacher Education where effective education for urban communities is discussed, and conferences such as the annual one held by Berea College to study the Appalachian Mountain white groups.

Many members of the college faculties have had experience in teaching in Chicago Public Schools in disadvantaged areas, and bring to the present college students invaluable first-hand knowledge of the problems and ways to meet them.

Human Relations

In 1950, the Committee on Human Relations for the Chicago public schools was created to develop and to extend the efforts of earlier committees who functioned in the area of Intercultural Relations. Educationally oriented staff members were assigned to this committee and a full time secretary was named. In 1956, the General Superintendent recommended that a director be appointed. In 1960, the committee was elevated to the status of a bureau; staff with professional training and experience in both social science and human relations was assigned.

The Bureau is involved in a wide variety of activities, providing services to administrators throughout the system on the problems of human relations and developing resources and materials to meet these needs. Personnel is on call in emergency situations having racial or national overtones; all concerned are urged to discuss their differences of opinion and to seek workable solutions. Another important aspect of the work of the Bureau, directly allied to compensatory education, is the close cooperation given many youth-serving agencies, municipal and private, in easing group tensions and modifying gang patterns. Among the agencies are the Chicago Commission on Youth Welfare and the Illinois State Commission. The Bureau has responsibility for conducting institutes for potential community leaders in order to enable the community to function more effectively.

Several types of courses in the field of human relations have been organized by the Bureau:

- human relations courses given at the Teachers College, the Junior College, and on TV College - academic and for credit
- in-service courses and workshops at the district level
- summer institutes for community leaders
- seminars for principals

In-service training courses are designed to help teachers understand disadvantaged pupils and parents, their system of values, and their motivations and socio-economic characteristics, in order to develop an awareness and appreciation of the people, the community, and the problems. The techniques of group dynamics, such as role playing, problem census, and small group discussions, are stressed. Board of Education personnel serve as instructors and are supervised by the Bureau of Human Relations. Resource persons from settlement houses and other organizations having close association and intimate knowledge of the child and the community contribute to the various sessions. In addition, emphasis is placed on specific methodology and enrichment opportunities desirable to fit the needs of the disadvantaged.

More than 4,000 persons participated in programs sponsored by the Bureau of Human Relations for the period 1960-64. Of these, 2,371 were registered in the TV college; 707 participated in the Institute for Community Leaders; 991 took the courses offered by the Teachers Colleges; and 54 principals were in the special seminar.

Educational Television

The potential of educational television is just beginning to be tapped as a medium for in-service training for teachers and as an enrichment opportunity for pupils in disadvantaged areas. All schools have been equipped with at least one television receiver.

The in-service programs for elementary teachers in cooperation with Chicago Teachers College South and the Department of Curriculum Development were telecast through the facilities of WGN-TV, which donated the air time. In 1958-59, the presentations highlighted improvement of instruction in reading and mathematics. In 1959-60, the focus was on social studies and science. Station WTTW, Chicago's educational television station, which is now moving to the campus of Chicago Teachers College North, has provided day and after-school programs which are particularly valuable for the disadvantaged. Each of 27 schools has been equipped to receive Midwest Programs on Airborne Television Instruction (MPATI).

The most exciting experiment with television as a teaching tool has been the closed-circuit installation at the Byrd School, located in a disadvantaged area. It furnishes stimulating and rewarding supplementary instruction closely geared to the needs of the Byrd children. It also offers a fine opportunity for new and inexperienced teachers to observe and benefit from the techniques of experts. The closed circuit is now set up in four neighboring schools which have similar teaching and learning problems. Further extension is planned as a result of experimentation with videotape recordings.

Utilization of Community Resources

In culturally disadvantaged areas there are numerous agencies specializing in many kinds of services closely related to those provided by the schools. This makes it possible to carry on cooperative programs which are more successful than separate efforts of either group. The schools consider them valuable resources. Such programs are focused upon youth welfare, vocational guidance, tutoring, health services, and social and emotional adjustment. A large proportion of the agencies are engaged in providing wholesome recreation which may be team games or other games of skill, swimming, tours, instruction in crafts and fine arts, and a large variety of other activities.

It is impossible to mention in this report the many organizations with which the schools are cooperating continuously. The programs of a few representative ones are listed or described below.

Chicago Boys Club

- Guidance, Education, and Employment Project
- Tutorial service
- Group workers
- Medical and dental service at minimal fee
- Jobs Project for Youth, ages 17-21
- Eye vision clinic
- Recreation program

Chicago Commission on Human Relations

The New Residents Department seeks to find ways and means to stimulate an education for new-comers to the city, reinforcing efforts of the schools to enroll adults in Americanization, foreign adult, or evening school classes. Numerous brochures and flyers are printed in Spanish as well as in English; these are useful in the schools.

The Education Department is concerned with human relations problems in public, parochial, and private schools at all levels. Staff cooperates with the schools in tension areas and studies promising practices which may merit expansion. They investigate reports of incidents and seek, through preventive measures, to ease difficult situations. High school counselors are provided with up-to-date information on the job-changing picture for minority groups.

Chicago Police Department Youth Bureau

The Youth Bureau of the Chicago Police Department maintains a very close working relationship with the schools, assisting with problems, referring problems to the schools, and helping schools contact agencies.

City of Chicago Commission on Youth Welfare

The Commission plans and assists in the setting up of special programs designed to interest young people from culturally disadvantaged environments. The Commission and the schools have a reciprocal arrangement. The schools may call upon the Commission to make referrals and seek assistance for the schools from community agencies. In turn, the Commission may call upon the schools to assist in problems of students referred to the Commission by the police, parents, or community agencies.

Junior Chamber of Commerce

- Industrial Conference Careers Program for Grades 7 and 8
- Cultural Development Program through donation of tickets
- Junior Citizenship Scholarships--"student of the month"
- Tours for handicapped children

School Children's Aid Society

- School children whose parents are unable to furnish clothing necessary for the children to attend school receive clothing through the School Children's Aid Society. Money for this purpose is furnished through school charity collections made once a year. Recommendations for this service are made to the Society by the local school principal, following careful screening to determine need.

Y.M.C.A.

- Jobs Project, young men and women, ages 19-21
- Jobs for Youth to combat dropouts, delinquency, and unemployment
- Northwestern University Cooperative Tutoring Program

Special Projects

Descriptions of many of the general programs particularly designed to afford compensatory education at all levels of the Chicago Public School system have been presented in this report. These cover many features such as reduced class size, increased auxiliary staff and services, adjusted curricula, specialized organizational patterns, individualized instruction and suitable materials, extended school day, and experimental summer schools.

In addition, the Board of Education has entered upon a large scale program of special projects. These have been initiated by the General Superintendent to serve certain disadvantaged areas or to make a city-wide contribution. Many of the special projects are supported solely by Board of Education funds; others are supplemented by funds from the Ford Foundation, the Wieboldt Foundation, the Federal and State governments, and well-known Chicago business corporations. The early projects have been systematically evaluated and their success has warranted their continuance. The more recent projects also show promise, but the total effect of all will have to be evaluated by the successful life patterns of the thousands now participating in compensatory education.

The Doolittle Project

The Doolittle Project was initiated in 1959 as a cooperative enterprise between the Board of Education and the National College of Education. The project, known as "The Value-Sharing Project," was made possible through a grant from the Wieboldt Foundation. Although it was not specifically designed for the culturally disadvantaged, the Doolittle School has a high percentage of disadvantaged children. The program initially involved seven teachers and their classes, grades K-6, but has been expanded.

The Doolittle Project is primarily concerned with the shaping and sharing of values by changing the environmental pattern in which children grow, develop, and learn. The basic assumption of the project is that a classroom, in order to be democratically conducted, must involve pupils, teachers, and also parents. In-service meetings are conducted for the teachers by consultants assigned to the project by the cooperating agencies. Emphasis is placed upon special values developed by the consultants; these are fully in line with the general objectives of education, as expressed in our curriculum materials. They are as follows:

- power--participation in the making of important decisions
- respect--treatment consistent with human dignity
- economic security--goods and services people need and want; income adequate to satisfy one's present and future needs
- enlightenment--information one needs to make important decisions
- skill--full development of one's native ability
- well-being--good mental and physical health
- rectitude--moral practices and ethical standards

affection--warm, friendly relationship with people.

The program is now being evaluated by the Foundation.

The Chicago Project, Great Cities School Improvement Program

In September, 1960, the Chicago Project, financed by the Ford Foundation, was launched in District 11 to improve the program of education for disadvantaged children. Its major goal was to motivate students with a past history of failure in the elementary grades to develop their potential as individuals and as cultural participants.

Placing primary emphasis on boys and girls 14 years of age and over but still in elementary school, Project staff and school staffs planned cooperative programs to improve the pupils'school attendance and educational achievements, to upgrade the quality of their family and community participation, and to increase their vocational competence. In July, 1961, the program was expanded to include younger pupils and the dropouts from the district. Also involved were parents, community groups, business groups, and agencies of a local and city-wide nature.

The Chicago Project has had four major groups in focus and has provided the following programs for them:

The 14-17 Year Old Elementary Pupil

- Special classes at the Douglas School
- Drake Educational and Vocational Guidance Center
- 26 special classes in 11 schools for overage pupils in grades 5-8
- Urban education; social studies core program
- A reading clinic established in the school

- Services of a part-time psychologist, school social worker, and counselors for group and indivdual guidance

- After-school classes at Dunbar High School

  cultural--band, art, drama, tours

  vocational--low-order skills such as small appliance repairs, gasoline station shop, wood products assembly line, typing and filing, sewing and alterations, home maintenance, good grooming

  work experience--pre-employment courses of 8 sessions, with 82 jobs secured for elementary students by staff employment counselor in local businesses

  language arts laboratory--reading improvement

The 11-13 Year Old Pupil

- After-school urban 4-H clubs--science, sewing, camera, cooking

- Monthly club meetings in the home of a different pupil each time

- Savings program

- Extensive after-school reading program

The 16-21 Program

- Transition classes from 4:00 p.m. to 6:00 p.m. at Dunbar--cosmetology, typing, preparation of cars for painting, pressing, civil service preparation, pre-employment techniques

- Job placement service by employment counselor

- Enrollment in Dunbar Evening Vocational High School

- Cooperative occupational training classes--needle trades with garment manufacturers and garment workers' union, low-order hospital jobs with local hospital, food service jobs in high school cafeteria

Parent Involvement

- Home sewing, cooking, and nutrition programs, all under the direction of a home economist

- Field trips to supermarkets and department stores with home economist for consumer education

- School and grade-oriented parent education meetings
- Fathers' Clubs seeking to develop leadership in male members of the family, sponsored by male staff members
- Large family programs (six or more children) to develop family unity
- Parent education in relation to a particular group of youth known to the police.

Two special aspects of the Chicago Project have been developed this year; one is the counseling practicum, in which experienced teachers enrolled in the graduate program at Chicago Teachers College South have, under supervision, provided individual counseling for some pupils involved in the Project. The second program, undertaken cooperatively with the Cook County Department of Public Aid, is developing counseling, training, and further education for boys in foster homes who are school dropouts.

The Staff reports, "Improvement in reading, arithmetic, attendance and behavior has been documented, along with the fact that some pupils have entered high school at an earlier age and at a higher achievement level. Parents have become involved in their children's education more than they had previously....Teachers have demonstrated a willingness to blaze new trails in the name of quality education for urban pupils....The community is pleased with the school's effort to prevent dropouts by identifying the potential dropout, thereby attempting to keep him in school--and successfully."[34]

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[34] Louise Daugherty, Chicago Project; Great Cities Program for School Improvement (Chicago: Board of Education, City of Chicago, 1963).

Urban Youth Program

The Chicago Public Schools Urban Youth Program is designed for young people between the ages of 16 and 21 who are out of school and out of work. Three distinct programs are provided: the Census and Counseling (Double C), the Education and Employment (Double E), and the Training and Transition (Double T).

The Census and Counseling Program has as its purpose the identification of the dropout and follow-up counseling services for these students. The program was begun in five high school districts for pilot purposes on November 1, 1962. A census of the young people who had dropped out of high school in June, 1962, or later was conducted. Individual letters were sent to these former students inviting them to come to a reception center to speak to a counselor. Some of these people were referred to the evening school program, and others were advised to return to full-time day school. In a few cases, referral was made to social agencies or to a pre-employment counseling workshop.

The pre-employment workshop consists of ten evening group guidance conferences of one and one-half hour duration which were scheduled over a five week period. As a result of observation and objective data, the counselor may recommend the person for placement in either the Double E or the Double T program.

The Education and Employment program is a cooperative work-study program in which a student spends twelve hours per week in school classes and 24 to 32 hours per week on the job in merchandising or clerical occupation. Classes are conducted in English, social studies, business and essential mathematics. They are operated for a ten-month period and high school credit is given.

The Education and Employment program began as a cooperative experiment during the summer of 1961; the Chicago Public Schools provided the educational experiences for the students; Carson Pirie Scott and Company made jobs available for them; and the Ford Foundation financed portions of the project. 59 students started the program. Of these, approximately 20% left either by discharge or voluntary withdrawal; another 15% returned to full-time school, entered the Armed Forces, or left the city; the remainder completed the program. Approximately one-half of this group continued in full-time employment in the store.

Since 1961, the program has been expanded and there are now over 30 well-known business firms cooperating in the project. 576 young men and women have been enrolled; 147 have completed the course; 331 have been hired; and 152 are still in attendance.

The Training and Transition program is one that prepares the applicants for employment as hospital aides, food service employees, small appliance repairmen, garage and service station help, needle trades workers, and cosmetology works. Training is also offered toward preparation for simple civil service examinations and for qualifying examinations for induction into the Armed Forces.

A follow-up of each entrant into the Double E and Double T programs is maintained by the counselor until the student is 21 years of age.

The three phases of the Urban Youth Program have served a minimum of 2,171 different individuals in some way since their inception in 1961.

Counseling and School Placement Program

For several years the entire school program has been disrupted by the late entry of many previously enrolled pupils in high transiency areas. In 1962, the Board of Education[35] authorized the initiation of a program called Counseling and School Placement in three high mobility school districts in the city. All elementary schools in Districts 8 and 9 and five schools in District 13 participated in this program which was conducted for two days during the week prior to the opening of school in September. The purpose of the program was twofold. One was to provide an opportunity for advance registration and placement of pupils who were new to the school. The other was to issue transfers to pupils who had moved, urging the parent to report to the new school immediately to complete registration. Two members of the educational staff of each school, one of whom was the principal or the assistant principal, and a school clerk worked under the direction of the district superintendent in accordance with suggestions developed by the Bureau of Pupil Personnel. As new pupils were registered at the school, students and parents were oriented to the new situation. Questions were answered, and the pupil was alerted to the time and exact place he was to report on the opening day of school. Leaflets, Let's Talk about School,[36] were distributed.

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[35] Board Report No. 70324, May 9, 1962, p. 2433 (in the files of the Board of Education, City of Chicago).

[36] Let's Talk about School (Chicago: Board of Education, City of Chicago, 1963). Distributed annually.

The success of this program prompted the extension of this opportunity to schools in seven districts (8, 9, 10, 13, 19, 20, 21) in August of 1963.[37]

Back-To-School Program

The Back-To-School Program was initiated by the Board of Education[38] in the summer of 1962, servicing all 21 districts of the city. Its purpose was to obtain the earliest possible return of all children to their respective schools in September by having an attendance officer make a personal contact with parents in all homes where there was a history of late reentry or irregular attendance. In June, 1962, principals made a report on each family whom they recognized as being in need of encouragement and support in order to have the children return to school promptly. More than 15,000 requests for attendance officer visits were submitted and 165 officers working under the direction of a head officer in each district conducted the special program during the week immediately prior to the opening of school. The success of the 1962 program led to its continuation in the summer of 1963. A printed pamphlet entitled Back to School[39] was prepared and distributed. This folder presents a message to parents which points out the advantages of regular attendance and punctuality. Helpful suggestions for establishing good attendance habits are given, and the total responsibilities of the parents with regard to attendance are clearly outlined.

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[37] Board Report No. 71363, June 12, 1963, p. 2321 (in the files of the Board of Education, City of Chicago).

[38] Board Report No. 70325, May 9, 1962, p. 2433 (in the files of the Board of Education, City of Chicago).

[39] Back to School (Chicago: Board of Education, City of Chicago, 1963). Distributed annually.

Table 18 indicates a total of 15,522 cases were referred by all city schools. 8,430 of these were referred by staff in Section C schools, and attendance officers were able to contact parents or verify change of residence in all but 573 (6.7%) of the homes. 7,609 (90.2%) returned the first week, although not all appeared on the first day. 1,218 (14.4%) had moved in the two summer months and left no address, an indication of the great mobility of this population. Many were no longer in the city. An additional 369 (4.3%) had moved but had left addresses or were located by contacting agencies or in another manner. On September 10, 1963, there were still 821 pupils in Section C schools who had not yet reenrolled. A comparison with Section A and Section B tells the story. It should be noted by comparing the first and last columns that, in all sections, approximately 10% of the pupils had not returned to school.

Since irregularity of school attendance is one of the deterrents to an effective educational program for the disadvantaged, the importance of the Back-To-School Program may readily be seen.

TABLE 18

BACK-TO-SCHOOL PROGRAM
ATTENDANCE OFFICER SERVICE
August, 1963

Sec.	Key Rank Dist.	No. Cases Ref.	No. Homes Con-tacted	No. Retd. 1st Week	No. Pupils Moved		No. Not Retd. 9/10/63
					Unable to Locate	Able to Locate	
A	1	134	127	121	9	4	13
	2	299	283	266	32	50	33
	17	308	308	289	17	13	19
	18	489	465	455	14	17	34
	4	452	448	432	17	18	20
	16	459	446	399	36	20	60
	5	570	562	521	53	18	49
		2,711	2,639	2,483	178	140	228
B	3	245	243	217	44	2	28
	15	389	380	352	33	16	37
	14	651	650	595	178	545	56
	7	996	928	837	139	39	159
	10	758	731	646	108	25	112
	20	720	655	660	111	41	60
	12	622	604	590	48	26	32
		4,381	4,191	3,897	661	194	484
C	21	804	773	711	128	41	93
	6	904	875	813	170	54	91
	11	873	868	814	92	40	59
	8	1,700	1,401	1,532	340	56	168
	19	870	826	771	95	31	99
	9	2,123	2,064	1,940	227	109	183
	13	1,156	1,050	1,028	166	38	128
		8,430	7,857	7,609	1,218	369	821
TOTAL		15,522	14,687	13,989	2,057	703	1,533

High School Orientation Day Program

A special program of high school orientation one day prior to the opening of schools for pupils entering high school for the first time as well as for other new students was inaugurated in August, 1962.[40] The purpose of this project was to provide an opportunity for students to get acquainted with the high school and to facilitate their entrance into the program in September. An appropriation was set up to pay staff who were assigned in proportion to the category (size) of the school. Staff consisted of the principal, assistants, counselors, teachers, and clerks. All new students and their parents were sent invitations, and the program was publicized. An assembly program was held at 9:00 a.m., in which staff members were introduced and presented information which included an overview of the school program, with details regarding time schedules, lunchrooms, course sequences, academic classes, and the numerous extra-curricular activities from which each student could choose. Following the assembly programs, tours were conducted by staff members and senior pupils who had volunteered to return for the occasion. Outside speakers and civic leaders also participated in the assemblies. Students returned in the afternoon for registration, testing, and programming for the new semester. Follow-up surveys carried on by the Bureau of Pupil Personnel Services indicate a desire on the part of schools for a continuance of the program. The Orientation Day Program has particular value to the schools serving disadvantaged youth because of transiency factors and the tremendous enrollment of both incoming freshmen and other students new to the school.

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[40] Board Report No. 70323, May 9, 1962, p. 2433; Board Report No. 70323, May 23, 1962, p. 2454 (in the files of the Board of Education, City of Chicago).

Manpower Program

The Manpower Development and Training Act was passed by Congress in March, 1962, to help solve the employment problems of the American working force, including:

- shortage of qualified workers in many areas in spite of the present large numbers of unemployed
- skills of many workers outdated by technological development and economic changes
- rapid growth in labor force anticipated in the next 10 years
- number of youths entering the labor force in the next 10 years.

Programs in various occupations are started as the Department of Labor ascertains a need and probable employment of the successful trainees. The State Employment Service then secures the trainees with the necessary qualifications for success in the occupation and supplies the training institution with quotas of trainees at designated intervals. The Federal government pays 100% of the cost of the training for the unemployed and shares with the state the cost of training others.

In Chicago, the first of the Manpower projects to be initiated, was the clerk-typist program which started as an evening course in five high schools, three of which are in Section C schools and two in Section B. The classes were held from 4:00 to 10:00 p.m. for a 16-week period. As of January, 1964, twenty-two projects located at six sites, three of which are schools, enrolled 2,112 students with provision for a later addition of 590. The expanded program now includes a clerk-stenographer and a practical nurse training program offered during the day.

President's Program To Prevent Dropouts

Adoption of the President's Program To Prevent Dropouts for Chicago was approved by the Board of Education[41] at its regular meeting on August 14, 1963, as an expansion of the August program. The Federal government granted $20,000 to the Chicago Public Schools toward the implementation of a drive to encourage prompt attendance and full enrollment of high school students with the objective of complete pupil accounting before the end of September, 1963. Division teachers at each school submitted a list of all students who had not returned ; neither had they been transferred nor graduated. Publicity was given through radio, television, and other media. Teams of counselors were assigned for an extended two hours daily for a period of two weeks to coordinate the back-to-school efforts. Contact with the students was made by mail, telephone calls, and attendance officer visitation to the homes. Young people were invited to come to the school after school hours for personal interviews. Each was counseled individually and 1,884 were reenrolled. In March, 1964, 774 or 41.1% remained,[42] representing a significant salvage in relation to the expenditure of the program.

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[41] Board Report No. 71545-X, August 14, 1963, p. 263 (in the files of the Board of Education, City of Chicago).

[42] Board Report No. 72201, May 13, 1964 (in the files of the Board of Education, City of Chicago).

Impact Program

Impact, an intensive program designed to attack problems of non-attendance and truancy in elementary schools, was reported by the General Superintendent to the Board of Education[43] in August, 1963, and in September was initiated in some schools in Districts 5, 6, 11, 13, and 14. The primary purpose is to coordinate services by following a series of steps in which the head attendance officer reinforces the home visits of the school attendance officer, and the services of the teacher-nurse, social worker and/or psychologist are utilized fully. If, after parental conference, the problem still persists, the case is referred to a district committee under the direction of the district superintendent. Referral may be made for intensive treatment, and a last step may be assignment of the pupil to an Impact room in the local school. Children from 7 to 11 years of age (grades 1 to 6) are placed in one class and those whose ages range between 11 and 13 in another. During the experimental phase, no pupils under 13 years of age are being transferred to the regular social adjustment schools. Placement in the special schools is reserved for older pupils. It is expected that there will also be a reduction in the number of pupils being referred to Parental School so that those who are assigned there may be retained for a longer period of time and worked with more effectively.

Personnel from the Department of Curriculum, the Bureau of Pupil Personnel Services, and the Bureaus of Medical Services, Child Study, and Special Education serve as consultants to the program. Staff who have been involved in the project believe that Impact is a step in the direction of meeting a long-felt need.

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[43] Board Report No. 71545-Y, August 14, 1963, p. 264 (in the files of the Board of Education, City of Chicago).

SPECIAL CHICAGO PROJECTS

NAME OF PROJECT	PURPOSE	AGE GROUP SERVED	BD. OF EDUCATION PERSONNEL INVOLVED
THE DOOLITTLE PROJECT	Value Sharing	Elementary Parents	Dist. Supt. Principal Project Director Selected Staff
CHICAGO PROJECT: GREAT CITIES SCHOOL IMPROVEMENT PROGRAM	Total Involvement in Disadvantaged Community	11-13; 14-17; 17-21 Parents	Dist. Supt. Principal Selected Staff Social Worker
URBAN YOUTH DOUBLE C DOUBLE E DOUBLE T	Counseling Employment Training	Youth 16-21	Principals Counselors Teachers
COUNSELING AND SCHOOL PLACEMENT	Early Registration	Elementary	Dist. Supt. Principal Teacher Clerk
BACK-TO-SCHOOL PROGRAM	Home Contact in August	Elementary High School Parents	Principals Attendance Officers
HIGH SCHOOL ORIENTATION DAY	Introduction to H.S. Program and Facilities	High School 9Bs New Students Parents	Principal Selected Staff
MANPOWER PROGRAM	Job Training	Adults and Youth 16-21	Teachers
PRESIDENT'S PROGRAM TO PREVENT DROP-OUTS	Counseling of Drop-Outs Early in September	High School	Principals Counselors Div. Teachers
IMPACT	Attack on Attendance and Chronic Truancy	Elementary	Dist. Supt. Principals Selected Staff

AID THE CULTURALLY DISADVANTAGED

SPONSOR	SOURCE OF FUNDS	DATE OF INCEPTION	EXTENT OF INVOLVEMENT
Board of Education; Nat'l. College of Education	Wieboldt Foundation; Board of Education	1959	District 11
Board of Education	Ford Foundation; Board of Education	1960	District 11
Board of Education; Cooperating Business Groups	Board of Education; Business	1961	2,171 Individuals
Board of Education	Board of Education	1962	Districts 8, 9, 10, 13, 19, 20, 21
Board of Education	Board of Education	1962	15,522 cases 165 Attendance Officers
Board of Education	Board of Education	1962	City-wide
Board of Education; State Emply. Ser. Fed. Govt.	Federal Govt. State Govt.	1962	22 Projects 2,962 Persons
Board of Education	Federal Government	1963	City-wide
Board of Education	Board of Education	1963	Districts 5, 6, 11, 13, 14

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Chapter VI

A LOOK FORWARD

The first chapters of this report have described three groups of persons, of whom large numbers are "disadvantaged." The ways in which these groups differ from former migrants or in-migrants to the city have been indicated, and those of their problems which have direct significance for the educational program have been analyzed. In the body of this report are recorded the many carefully planned steps taken over a period of years which have been recommended by the General Superintendent and approved by the Board of Education to provide an education with features designed to compensate for any of the disadvantages which education can overcome. Others of the problems must be dependent upon the efforts of other governmental agencies, civic organizations, and upon the individuals, themselves. Obviously, the schools cannot do the job alone.

A tremendous budget has been required to carry on the numerous programs and special projects documented here; the main research has been done and much of value accomplished. However, the need for compensatory education still exists and, in the foreseeable future, will continue to grow as the school enrollment increases year after year. Expansion of the programs which have proven successful, and extension of the opportunities offered are not possible unless funds are made available.

It is not the purpose of this report to suggest sources of revenue or other aid, but it must be pointed out that the educationally disadvantaged are as handicapped in their efforts toward dignified self-support as are the physically handicapped, the socially maladjusted, or the mentally incompetent--they, too, need special education.

An estimated increase of 18,000 pupils of elementary and high school age will enter the Chicago Public Schools in September 1964; the instructional program and the building program must be continued to provide for them and for further projected annual increases, which show little indication of decline.

Expansion of the compensatory education program which can be carried out when financial resources are available will require consideration of the following.

With respect to physical facilities

1. More PHYSICAL FACILITIES will be required to carry on an effective program such as additional classrooms, kindergartens, and rooms to be used for health clinics, counseling, tutoring, shops, laboratories, orientation and opportunity classes, and special education including facilities for the socially maladjusted, the greatly disadvantaged, and the emotionally disturbed.
2. BUILDINGS will be required for Upper Grade Centers, Educational and Vocational Guidance Centers, general and vocational high schools, and inner city locations for Junior College and Teachers College classes.

The Elementary Level

With respect to class size

1. CLASS SIZE, in the elementary grades, should be reduced to 25 in disadvantaged areas, and if possible, to 20 in the primary grades.

More individual attention is necessary, for the particular problems of the children served are multiple and serious.

2. OPPORTUNITY CLASSES for the non-English speaking and ORIENTATION CLASSES for those needing urbanization should be provided with a maximum pupil-teacher-ratio of 20-1. Progress in these classes provides the springboard for further educational gains and is the basis for the regular academic program.

3. THE GREATLY DISADVANTAGED should be provided for in classes with a pupil-teacher ratio of 10 to 1. These classes are intended for pupils with a discrepancy between ability and achievement, who have been identified as educationally handicapped, overage, and potential dropouts.

With respect to auxiliary staff

Auxiliary staff, whose functions have already proven invaluable, should be increased in number and their services expanded when funds permit. School principals should have a degree of flexibility in determining the special staffing needs of their schools.

1. ASSISTANT PRINCIPALS, freed of classroom duties, should be assigned in each large school serving the disadvantaged, to allow the principal more time for working directly with the problems.

2. MASTER TEACHERS should be assigned to assist in the training of new teachers and in revitalizing and reorienting the programs of some of those with more experience. Master Teachers should be selected by district superintendents and principals as is the present practice, and their appointment should be for no less than three years. The number in each school should depend upon a combination of pertinent factors, previously discussed.

3. COUNSELORS and ADJUSTMENT TEACHERS should be increased in number, to work more extensively with pupils and parents in areas of individual and group counseling, and educational and vocational guidance. Counseling service includes guiding parents into seeking help for family problems from the appropriate private and municipal agencies when needed.

4. TEACHER-LIBRARIAN services should be increased to provide a program for pupils of all grades in order to stimulate an interest in reading, to provide instruction in the use of the library, and to organize and service a materials center directly related to the needs of the disadvantaged. These services are particularly valuable to help compensate for homes where there are no

reading materials and where parents do not read to their young children.

5. PHYSICAL EDUCATION TEACHERS should be available to all children to give impetus to the health program, provide wholesome physical activity, worthwhile recreation, safety practices, and to contribute to the self-discipline of pupils at every grade level, 1-8.

6. TEACHER-NURSES should be assigned directly to schools in disadvantaged areas, to make possible an all-out attack on multiple health problems. In addition, a small core of nurses should be available to go from school to school where a mass inoculation program or physical examination program is under way, making uninterrupted service possible.

7. SOCIAL WORKERS should be available in larger numbers. It is essential that these be of the same high caliber as teacher-nurses. Because of a scarcity of such personnel, it would be expedient to provide visiting teachers until professional social workers are available.

8. TRUANT OFFICERS should be increased in proportion to the number of cases requiring their attention.

9. PSYCHOLOGICAL SERVICES should be doubled in disadvantaged areas to avoid delays in the proper placement of a pupil. Personal as well as written reporting and interpretation of findings should be made to the classroom teacher.

10. PSYCHIATRIC SERVICES should be available for all serious cases without delay.

11. CLERICAL HELP should be increased to compensate for time needed in processing the many additional records and reports required in disadvantaged areas, and in duplicating school notices in a second language. Clerical help should be increased, too, to assist teachers in typing and duplicating the mass of materials which is not available in printed form suitable for the disadvantaged. Clerical assistance should be provided for the adjustment teacher in processing records of pupils transferring in and out of the school and in tabulating and recording statistical data. For the teacher-librarian, help should be provided in preparing books for circulation, in record keeping, and in the ordering of books and supplies.

12. VOLUNTEER WORKERS may continue to assist with duties for which regular staff retains full responsibility.

13. PAID LAY PERSONNEL should be available to relieve teachers of non-professional duties so they may spend their time to the better advantage of the pupils. Supervision of lunchrooms and playgrounds, assistance to the teacher-nurse in inoculation programs, and basic care of the children in grooming (soap, needles, thread, buttons, shoe-polish available without charge) are areas in which this personnel can assist.

With respect to school session

AN EXTENDED DAY should be continued and expanded in order to provide more adequately for the disadvantaged. Staff would be more readily recruited for assignment to schools in disadvantaged areas if the position of the teacher were one of prestige. One way of indicating prestige is by providing increased salary, for which increased service would be expected. Teachers participating in the program could have a basically lengthened school day; the additional time would be spent as follows:

- Half of the participating pupils would meet in small classes for remedial instruction in reading on Mondays and Thursdays.
- The other half of the participating pupils would meet for similar assistance on Tuesdays and Fridays.
- On the alternate days, the pupils would participate in supervised recreational programs, library study groups, speech improvement, reading clinics for those with extreme handicaps, counseling or supervised study.
- Some of the teachers would be available to work with parents individually and in groups.

Pupils would be engaged in the program four days a week -- two of academic instruction and two of a recreational or extended educational nature, leaving Wednesday afternoon for teachers' in-service programs with total staff participation.

AN EXTENDED SCHOOL WEEK, an alternate or companion plan for lengthening the teachers' basic week and extending services to pupils should be considered. Such a plan would involve Saturday morning participation, offering some of the services indicated above, and new programs developed for the more talented children. Pupils' classes would meet the first portion of the morning, and the remainder of the session would be devoted to cooperative planning, strategy sessions, and in-service training.

With respect to in-service training

Planning a well-executed and structured program of orientation for the staff of schools serving the disadvantaged requires time -- uninterrupted blocks of time.

AN ORIENTATION PROGRAM conducted by districts the week before school opens in September is proposed as a means of providing such a program. The time would be spent as follows:

- Monday and Tuesday, principals would meet with District Superintendents, consultants, and supervisors to focus their attention on problems relating to compensatory education, to make specific plans for the teachers' institute to follow, to discuss techniques related to conducting in-service programs, to plan a series of workshops for teachers for the coming year, and to receive information on district-wide programs planned for the year.

- On Wednesday, teachers new to their schools or to the district would meet with the District Superintendent and selected staff for orientation to the district, while experienced teachers returning to their home schools would report there, to prepare for the arrival of the pupils. These preparations would include such activities as studying the cumulative records of each pupil, assembling instructional materials and textbooks, and decorating the classroom to provide a pleasant, business-like atmosphere. Provision would be made for the total staff of the school to attend a faculty meeting Wednesday afternoon.

- On Thursday, district-wide half-day workshops would be held for primary and intermediate grade teachers (a.m. and p.m.), and corresponding workshops would be held on Friday for upper grade and high school teachers. Time not spent in district institutes would be spent in local workshops, grade level meetings, and in individual preparation for the coming year.

- It is assumed that the Counseling and School Placement Program (Early School Registration) in the elementary school would be conducted simultaneously, and an added dividend would be that new pupils could meet their teachers and visit their future classrooms. The High School Orientation Day for students would also be continued.

All who participate in the Orientation Program should be paid their regular salary for the days they are on duty. To carry on such a program in even one district would cost approximately $125,000.

WORKSHOPS should be held on the district level and in individual schools during the school year, on Wednesday afternoon or Saturday morning, as presented under "school session." This will eliminate the necessity for teachers to leave their classes to attend workshops and other in-service programs. Local programs should be conducted by principals, consultants, supervisors, and other district staff. It would be particularly helpful to have workshops available for the development of specific units for an individual grade or subject area.

SUMMER WORKSHOPS, under the sponsorship of the Teachers Colleges, should be held to study the needs of culturally disadvantaged children and methods of meeting them.

AFTER SCHOOL AND EVENING IN-SERVICE CLASSES offered by the Teachers College should be correlated with the on-going in-service programs in the school districts.

WORKSHOPS AND IN-SERVICE CLASSES conducted under the sponsorship of the Bureau of Human Relations should be continued and expanded. Whenever possible, these should be held in the local areas in which teachers are assigned. Not only is this a convenience to the teachers but it brings together more people with identical problems.

With respect to extension of the school year

1. THE SPECIAL SUMMER SCHOOLS should be extended to include more schools and districts in the city in order to provide quality education for more pupils. They will also serve as observation centers for Teachers College students and as in-service centers for assigned and prospective teachers.
2. THE REGULAR SUMMER SCHOOLS serve successfully in disadvantaged areas; the remedial classes, particularly, should be extended in number.
3. DOWNWARD EXTENSION of grade levels should be planned for both the special and the regular summer schools. The younger a child is when he receives help the more effective is this assistance.

With respect to organizational designs

1. PRESCHOOL CLASSES should be available in disadvantaged areas for children four years old, and later for those three years old, to enrich their background and provide a sounder base for the regular primary program. Non-English speaking children should learn English as early as possible.
2. ELEMENTARY SCHOOLS SHOULD BE PATTERNED AFTER THE SPECIAL SUMMER SCHOOL PROGRAMS, insofar as this is feasible, when funds are available to do so. Results of the program document successful

practices in regard to class size, flexible grouping and subgrouping, staffing, auxiliary staffing, special services, equipment and materials, and parental involvement.

3. THE CONTINUOUS DEVELOPMENT PROGRAM should be extended to the intermediate grades with further de-emphasis on failure and more emphasis upon achievement at an individual rate.

4. PERMISSION TO REMAIN IN A SCHOOL until the end of the school year should be granted children who move short distances outside their attendance areas in order to reduce the number of mid-term interruptions to their schooling.

5. UPPER GRADE CENTERS should be increased in number with a classroom pupil-teacher ratio decreased to 25-1 and additional auxiliary staff provided similar to that which has proven successful in the centers now in operation.

6. EDUCATIONAL AND VOCATIONAL GUIDANCE CENTERS should be increased in number, with a classroom pupil-teacher ratio of 20-1 as provided in those presently in operation, with expanded auxiliary staff. The Centers should continue to serve overage elementary pupils. The present program, designed to advance pupils rapidly in basic skills to enable them to enter high school, should be augmented with a second program oriented toward vocational training for those overage youth who will not continue their education. This will require well-equipped shops and capable staff. Work-school programs should also be extended. When the older pupils have been served and room is available, the Educational and Vocational Guidance Program might well be offered to 12-and 13-year-old pupils who are still in the intermediate grades.

7. TEAM TEACHING merits more research, but cannot be considered a major panacea in disadvantaged areas. It holds promise for in-service training in methods of teaching and in maximum utilization of rooms and building facilities.[1]

With respect to materials of instruction and audio-visual equipment

1. TEXTBOOKS AND SUPPLEMENTARY TEXTBOOKS should be selected to stimulate the imagination of pupils, to provide inspiration, and to raise the sights of children beyond the confines of their im-

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[1] Two schools carried on experimentation in which two groups of E.M.H. pupils and their teachers worked as a team in one classroom -- Birney Elementary and Medill Primary Schools.

poverished backgrounds. Books suitable for non-readers of the 10 to 14 year age group should be supplied. If not availagle from publishers, funds for research and even for publication may be necessary. At the primary level, children in disadvantaged areas frequently require four or more pre-primers, as contrasted with one or two in other areas. In slightly lesser proportion, this need exists throughout the grades, and provision should be made to cover it. Books should be made available in sufficient quantity to provide for losses due to transiency; schools must make every effort to see that parents and pupils assume responsibility for proper use and care of materials.

2. PROFESSIONAL BOOK COLLECTIONS for teachers' use should be expanded. Funds should be allocated to individual schools for this purpose.

3. BOOK COLLECTIONS FOR PARENTS' USE should be available in connection with educational programs for parents.

4. PROJECTORS, SCREENS, TV SETS, overhead and opaque projectors, tape recorders, radios,and similar equipment should be provided in numbers sufficient to insure their being available when needed.

5. LANGUAGE MASTERS should be provided for grades 7 to 12 in schools with non-English speaking children.

6. A SEARCH FOR EFFECTIVE AND CREATIVE TEACHING AIDS should be carried on. Manipulative materials particularly are needed. Petty cash for materials and supplies not on supply lists should be available to teachers. This would amount to approximately $10.00 per teacher yearly.

7. MORE TOYS, particularly those for big muscle activities, including more wheeled vehicles, should be made available for kindergarten classes and for pre-kindergarten groups.

8. LANGUAGE LABORATORIES similar to those provided for pupils learning foreign languages should be provided for those who are non-English speaking or those with strong dialect patterns, with the objective of enabling the disadvantaged to learn to speak clearly and freely.

With respect to cultural advancement

OPPORTUNITIES FOR CULTURAL ADVANCEMENT and for EXTENDING THE BACKGROUND OF PUPILS should be increased by providing more bus trips and more professional presentations of music, art, and drama within the school. Arrangements for attending similar programs away from the building should also be continued and increased.

Those particularly tatented should be identified as early as possible and should be trained in the field of their specialty.

With respect to a testing program

1. DIAGNOSTIC AND POWER TESTS should be made available to schools in quantities sufficient for use in classrooms, to strengthen the instructional program of disadvantaged children.
2. The search should be continued for tests of academic achievement and of potential ability, which are more culture free than any now available.

With respect to special education

1. CLASSES FOR THE EDUCABLE AND TRAINABLE MENTALLY HANDICAPPED should be increased in number and should be provided in every school needing this service. Immediate placement should follow the recommendation of psychologists and the Bureau of Child Study.
2. AN INTENSIVE TEACHER RECRUITMENT PROGRAM to train special education teachers for the mentally handicapped and the emotionally disturbed should be initiated. The cost of the recruitment and education of teachers for this program should be underwritten when funds are available.
3. SOCIALLY MALADJUSTED PUPILS should be removed from regular classrooms as quickly as possible to provide suitable training for them and to prevent disruptions of the regular class program.
4. DISTURBED PUPILS with deep-rooted emotional problems should be removed from the regular classrooms and placed in special classes with a pupil-teacher ratio of 8-1. Such pupils should be identified as early as possible. Additional classrooms, teachers, psychological, psychiatric, and counseling services will be required to provide for them.

The High School Level

At the high school level many features of the present program of compensatory education could be advantageously expanded when funds are available.

With respect to class size

1. CLASS SIZE should be reduced to 20 to make possible more individual attention and more refined flexible grouping in schools serving the disadvantaged.

2. CLASSES FOR E.M.H. PUPILS should be increased in number, as needed, with the present pupil-teacher ratio of 15-1.

3. DEEPLY DISADVANTAGED PUPILS at the high school level should also be provided for in classes with a reduced pupil-teacher ratio.

With respect to auxiliary staff

1. ASSISTANT PRINCIPALS should be assigned on a realistic basis in proportion to the seriousness of the problems faced by the school. The number of police cases, height of racial tensions, gang activities, and other special problems should be considered, as well as the size of the school.

2. COUNSELORS should be assigned on a 200-1 basis in disadvantaged areas to work with students individually, continuing over a four year period.

3. TWO ACTIVITIES DIRECTORS, one for boys and one for girls, should be considered for large high schools. Their duties would be to absorb the myriad tasks now assumed by class chairmen, to coordinate the extra-curricular activities of the school, to establish new activities related to cultural advancement, to plan suitable assemblies, to contact community resources, and to serve as a confidant to boys or girls on occasions when students have deep personal problems which they cannot discuss with parents or with counselors who, they feel, are oriented toward improvement of instruction, and who, in approximately half of the cases, are of the opposite sex.

4. CLERICAL HELP should be increased to compensate for the additional record work required in high transiency high schools and to allow clerks to assist staff by typing and duplicating teacher-made materials, as discussed in the elementary school section.

5. THEME READING SERVICE should be increased; it is essential that plentiful opportunities by given to the disadvantaged to write copiously and correctly.

With respect to school session

1. TIME FOR FACULTY MEETINGS should be provided immediately after school hours, once a week, with faculty paid at their regular rate. Only by coordinated efforts can the problem be solved. As an interim plan, where faculty hours are staggered, those on late schedule could report early one day, and those on early schedule could remain late one day. A halfway, but welcome measure, until funds are made available, would be the dismissal of pupils one hour early biweekly to allow for strategy planning.
2. AN EXTENDED DAY could be provided for educationally retarded high school students to give them an extra period in basic subjects in which they need extra work.
3. AN EXTENDED WEEK should be considered; Saturday morning classes would increase opportunities for small group tutoring, for enrichment experiences, for tours that are extremely difficult to arrange during the high school day, and for instruction in special art, instrumental music, and other fine arts.
4. THE SUMMER HIGH SCHOOL PROGRAM should be continued and expanded. All pupils who fail a subject should be expected to attend. Offerings should include opportunities for accelerated reading courses and for enrichment.

With respect to vocational education

1. VOCATIONAL TRAINING OPPORTUNITIES should be increased to a two-level program, one to prepare students to enter the highly skilled trades and the other to train less able pupils for low-order skills. Both programs should be offered in the vocational high schools.
2. A MARKETABLE SKILL should be a goal for students in the lower percentiles of their high school classes. These young people are not college oriented and yet by their own choice they may not have attended a vocational high school.
3. EVENING GUIDANCE CENTERS such as those operating in conjunction with the Double C phase of the Urban Youth Program should be expanded, offering counseling on a walk-in basis for early school leavers and dropouts who may be encouraged to return to school.

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With respect to the services rendered by the district office

1. DISTRICT OFFICE PERSONNEL should be increased to free the District Superintendents from routine duties so that they may spend more time in supervision, in planning with principals and faculties, and particularly in in-service training. The increase should include:

   - PROFESSIONAL, to assist by assuming the more routine duties

   - CLERICAL, to make possible better communication upward and downward

   - FOUR CONSULTANTS assigned to district offices to assist teachers with elementary language arts, mathematics, science, and social science programs. The consultants should be experienced in teaching the culturally disadvantaged.

2. MODERN DUPLICATING EQUIPMENT should be provided to expedite the reproduction of the volume of materials and communications that are sent to schools and to central office.

3. DATA PROCESSING should be extended to districts and schools to make possible close and detailed study of pupils and programs.

4. FUNDS should be provided for professional library collections on the disadvantaged for the use of teachers, principals, and other staff members.

5. FUNDS should be provided for materials needed so the staff can carry on research related to grass roots problems; more time is needed for special projects.

6. COMMUNITY RESOURCES need further study in relation to facilities, calendar, intake, and coordination of effort.

With respect to teacher training

1. Several DEMONSTRATION LABORATORY SCHOOLS should be organized for observation by student teachers and assigned staff.

2. TEACHERS COLLEGES should be encouraged, through financing, to establish course sequences for all students who may teach in disadvantaged areas. The courses should include Urban Ecology, Psychology of the Disadvantaged, Juvenile Delinquency, Cultural Patterns, Techniques of Teaching Reading, Remedial Reading, Corrective Speech, and Techniques of Interviewing Parents.

3. STUDENT TEACHING on a full-day basis for a trimester or preferably a semester, with appropriate observation beforehand, should be a requisite for students aspiring to teach disadvantaged children.

4. Teachers in disadvantaged areas have more than usual need for a thorough knowledge of methods of teaching at all levels. Emphasis should be placed upon this phase of the undergraduate program for those who may serve disadvantaged children. This is essential for teacher retention.

5. A ROTATION SYSTEM FOR STAFF IN TEACHERS COLLEGES, in which each would have an opportunity to return to the regular grades or high school, without salary penalty, for a few months every three or four years, would make it possible for them to renew their basic classroom experiences with disadvantaged children, so that their training of prospective teachers could always be fresh in viewpoint and practical in method. Only one faculty member from a department would be released at a time unless the department is very large.

6. TV should be used as a method for in-service programs sponsored by Teachers Colleges and the Department of Curriculum.

With respect to the services of the Bureau of Teacher Personnel

1. PERMANENT ASSIGNMENT OF TEACHERS in disadvantaged areas should continue to be the goal, and innovations to make this possible should be sought. Assigning teachers who know each other in pairs has, on occasion, been successful. The practice should be extended and publicized.

2. DESIGNATED COURSES for salary lane advancement should be required. Courses might include human relations, remedial reading, urban problems, psychology of disadvantaged children, or a course might be recommended by the principal for the individual teacher, such as speech correction.

3. SPANISH-SPEAKING PERSONNEL, when available, should be encouraged to accept assignment in schools with large numbers of Spanish-speaking children, until this need has been met.

4. MEN TEACHERS, when qualified, should be assigned to inner city schools in greater numbers to provide the male image so deeply needed by the children.

With respect to parent and adult education

PARENT EDUCATION PROGRAMS should be conducted in all schools. There is urgent need that parents become positively oriented to the school program, that they become interested in the school and its offerings, and that they become actively involved in the education of their children.

1. THE PRE-KINDERGARTEN PROGRAM requires parental involvement as an essential for success. Regular and frequent meetings of parents and staff should be an integral part of the plan, with staff time provided for this responsibility.
2. THE TOTAL SCHOOL PROGRAM requires parental cooperation and participation in both the grade level meetings for the elementary school and individual conferences for both elementary and high school pupils when planned by the school. Staff should be provided to plan and conduct these meetings under the leadership of the district superintendent and the principal, as discussed under "school session."
3. LITERACY COURSES FOR PARENTS, held in the elementary school during the regular day, would afford them an opportunity to learn to read before their children are old enough to be aware of their parents' deficiency.
4. PARENT EDUCATION CLASSES, centering their attention on the needs of children, should be offered as part of the evening school program, with groups divided according to the age level--primary, intermediate, upper elementary, and high school. Seminars on topics such as "Homework and How to Help Your Child Study" would be appropriate.
5. A SCHOOL-CENTERED PROGRAM, with subject matter concerned with the needs of the adults, should be made available to parents, including topics such as Family Health, Household Management, Preparation and Buying of Food, Child Rearing, Money Management, and Good Grooming.
6. LEADERSHIP TRAINING CLASSES FOR ADULTS with potential should be continued and extended in number with both basic and advanced courses available in Spanish. The cooperation of Community Councils and Citizen Information Service has proven valuable and effective in recruiting participants and providing resource personnel for programs.

7. TELEVISED PARENT EDUCATION CLASSES may reach parents whom it is difficult to involve directly in some of the other programs proposed. Content may be similar to those discussed above. Literacy classes might be repeated, and classes to teach English to the Spanish-speaking could be offered, if funds were available to develop suitable scripts.

With respect to Special Projects

The following programs, highly successful in all disadvantaged areas, should definitely be continued:

- Back-To-School Program
- Counseling and School Placement Program
- High School Orientation Day
- Impact

In the event additional funds are made available, the special features of the following programs which have value for the disadvantaged should be extended to other disadvantaged areas:

- The Chicago Project
- Urban Youth Program

Programs dependent upon Federal funds should be continued if the money is forthcoming:

- Manpower
- President's Program to Prevent Drop-Outs

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Careful study of the total educational program of the Chicago Public Schools, with special attention to the area of compensatory education, reveals documented evidence of the concern of the Board of Education, the General Superintendent, and the administrative staff for meeting not only the needs of the present population, but also the anticipated and ever-changing demands of society. With this in mind, the committee has reviewed the educational programs which have been in effect in Chicago for a period of ten years. The suggestions which have been made as a result of this study reflect an appraisal of these programs and the considered judgment of the committee regarding their continuance and expansion. In addition, the initiation and development of other programs has been suggested. All of these are dependent on money which must be made available by the city, state and federal governments, foundation grants, and the support of business and industry.

Greater financial support is essential to make it possible to provide quality education of the type described in the report on a large enough scale to enable each student in the Chicago Public Schools to realize his maximum potential. Each contributing citizen in the city of Chicago, the State of Illinois, and the nation will realize a return on his investment.

SOURCES FROM THE CHICAGO SCHOOLS JOURNAL

Illustrative of professional interest of staff working with the disadvantaged and their willingness to share their ideas with others is the number of articles published in the Chicago Schools Journal during the past ten years. Some of the more recent of these articles are listed below.

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